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ABSTRACT

The Problem Solving Team (PST) is a school-based group that provides consultation and follow-up assistance to insure proper placement of students in school site programs and to help decrease the number of inappropriate referrals to special education and other programs. A PST Project identified and analyzed the characteristics of successful PSTs in order to develop and field validate a package of training materials to be used in developing, or further enhancing, problem solving team groups and procedures. The project's three phases were: (1) development and pilot examination of survey instruments, surveys of selected districts and local school sites, and analysis of results to determine selection criteria for case studies of successful PSTs; (2) in-depth surveys of teachers' attitudes and intensive interviews with principals at the selected school sites; and (3) validation processes for training (or retraining) procedures which could be used to establish successful PSTs. Appendices include the instruments used in the study and a copy of the School Site Staff Self-Training Guide which was developed by the Project. (JD)

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Problem Solving Teams in California

Appropriate responses by school site staff to students who are difficult to teach and manage

Final Report

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September 1984

Special Education Program
Graduate School of Education
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The findings and conclusions of the study are those of the investigators and their sole responsibility. The findings do not imply the official position or endorsement of either Santa Barbara County Schools or the California State Department of Education

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TABLE OF CONTENTS

Problem Solving Teams
Final Report

	PAGE
ACKNOWLEDGEMENTS	
TABLE OF CONTENTS	
LIST OF FIGURES	
EXECUTIVE SUMMARY	1
General Conclusions	3
Limitations and Cautions	5
I. HISTORY/OVERVIEW	8
A. Variability in Identification and Referral	8
B. Historical Precedent for Problem Solving Teams	10
II. CONCEPT OF PROBLEM SOLVING TEAMS	13
Review of Literature	14
III. PROBLEM SOLVING TEAMS IN CALIFORNIA	19
Overview of the Study	19
Hypotheses	19
Specific Questions	20
A. State Survey	21
B. Field Interviews and Needs Assessment at Exemplary Sites	30
Sample Selection	30
Teacher Needs Assessment Questionnaire	32
Site Interviews	38
C. Field Validation of Training Components	56
Training Guide Contents and Format	57
Method of Field Validation	60
Site Selection	61
IV. GENERAL CONCLUSION AND RECOMMENDATIONS	69
Recommendations	71

LIST OF FIGURES

Figure 1. Page Following Number 1

Figure 2. Page Following Number 19

APPENDICES

	PAGE
APPENDIX A, Child Study Teams Research Questionnaire	81
APPENDIX B, Pupil Study Team Needs Assessment Teacher Questionnaire	95
APPENDIX C, Video-Tape Rating Form	119
APPENDIX D, Structured Interview Form	121
APPENDIX E, Training Evaluation Forms, Site 2	123
APPENDIX F, Description of Field Validation Sites	134

EXECUTIVE SUMMARY

The project, Problem Solving Teams in California: Appropriate Responses by School Site Staff to Students Who are Difficult to Teach and Manage, was designed to identify characteristics associated with "successful" student study teams in California elementary and secondary schools. The major objectives set by the State Department of Education for this project have been accomplished and, in some cases, exceeded. In particular, the project was given the charge to:

1. identify SELPAs using student study teams
2. select five districts where these teams are highly successful or exemplary
3. conduct an in depth analysis of these sites to determine the relative effectiveness of "each process and its strengths and weaknesses"
4. design, develop, and field test a training package that is "practical and useful for other districts", documented in a set of guidelines

The PST project has developed and field validated a package of training materials which can be used by local schools, districts, and counties interested in developing, or further enhancing, Problem Solving Team groups and procedures. Figure 1 illustrates the relationship among the project's three phases.

Phase I of a three phase investigation consisted of (a) development and pilot examination of survey instruments, (b) telephone and mail survey of all 58 counties, including survey of selected districts and local school sites, and (c) initial analysis of results to determine selection criteria for case studies of successful PST projects.

Phase II of the project was concerned with in-depth surveys of teachers' attitudes and intensive interviews with principals at selected school sites. State survey responses from districts where these sites were located had

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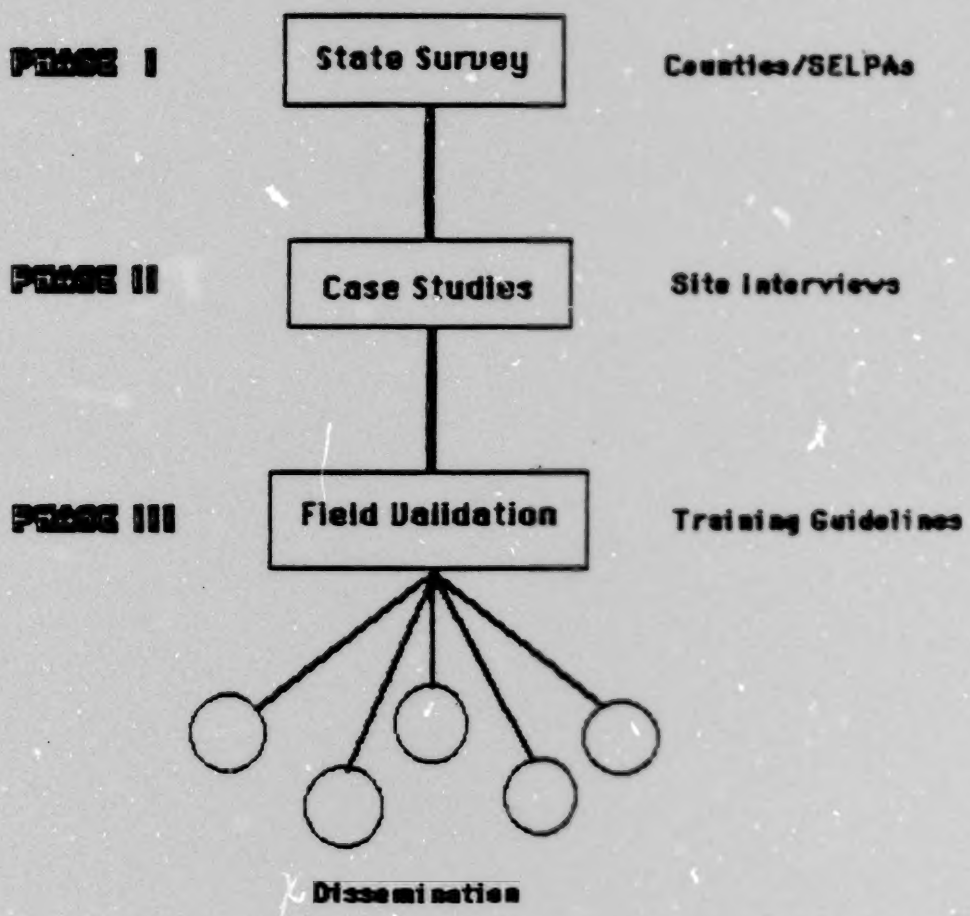
Figure 1

PROBLEM SOLVING TEAMS IN CALIFORNIA
RESEARCH PLAN



provided some empirical basis for characterizing their PSTs as "successful." Selection was based upon reasonable and verifiable criteria indicative of success. Generally these criteria included survey responses indicating that (a) team operation was distinguished from Multidisciplinary Assessment or IEP team mandated functions, (b) teams were perceived as being successful by site or district administrators, (c) written documentation was available, and (d) teams maintained information about the relationship between rates of requests for assistance as well as rates of referral to special education.

Phase III of the project initiated a validation process for training (or retraining) procedures which could be used to establish successful Problem Solving Teams. Three school sites, two elementary and one secondary, originally agreed to participate in field testing of training guidelines. However, the secondary school site was unable to conclude necessary preparation for training activities and data collection soon enough to meet the deadline for Phase III's completion.

Training content was determined in two ways. First, research staff compared survey and interview responses from PSTs which were perceived or which perceived themselves to be "successful" with characteristics associated with effective team processes in the empirical literature. When some aspect of team functioning, as reported in survey or interview, coincided with characteristics described by empirical research, a training "content item" was formed. Secondly, research staff reviewed training methods and procedures which had been used either by reportedly successful California teams, or which had been described in professional literature. Where training approaches were similar, a compatible feature of the project's training guide was constructed. However, our chief insight and innovation in designing a training package was recognition of the necessarily <u>developmental</u> nature of school site decision-making groups. This insight is reflected in the flexible, individualized, and self-regulated

approach to training embodied by the training guidelines developed during Phase III. In particular, inservice training departed from traditional approaches in two significant ways. First, training is completedly individualized and self-administered. Outside consultants are unnecessary. Training at the two target elementary sites was conducted completely by local personnel. Second, training emphasizes data-based self-monitoring of staff development as it pertains to the PST process.

General Conclusions

1. A substantial number of SELPAs were able to report that Problem Solving Teams were operating successfully in local districts, success being judged mainly as reduction in special education referral rates.

(**Research Staff Comment:** The number of PSTs which respond to students who are difficult to teach or manage was clearly on the increase. Judging from Survey responses and spontaneous contacts received during the period covered by this project, an increasing number of districts and school sites are preparing to establish formal PST processes and procedures.)

2. Although most Teams view themselves as "successful" (i.e., they reduce inappropriate referrals to special education), PSTs operating across the State vary tremendously in how they describe themselves and define their purpose, how they operate, what objectives they have, how long they have used PSTs, and what expectations they hold for their Teams.

(**Research Staff Comment:** Most teams are composed of auxillary staff, not regular classroom teachers. Therefore, there is some divergence of opinion in many cases over how "successful" such teams actually have been. Teachers' survey responses and personal comments to interviewers have not always supported administrators' and team members' perceptions of success.)

3. Site Teams, viewed on the basis of objective data, display important

commonalities in terms of principal support (often active leadership), efficiency in conducting team busine s, general practicality and usefulness of recommendations to teachers, and demonstrable concern that teachers be satisfied with Team efforts.

(**Research Staff Comment:** Despite a near universal; enthusiasm for and efficiency in operating PSTs among schools that were selected as exemplary, <u>not a single school site</u> investigated maintained objective, formative data supporting the proposition that interventions recommended by Teams resulted in positive, educational outcomes for students. Rather, most schools depend upon loose, informal networks among staff emmbers which serve to filter evaluative information back and forth between team members and teaches requiring assistance. Thus, these networks serve to satify team members that client-teachers are satisified with recommendations. Also, the fact that teachers do not persist in pressing for special education referral reinforces the impression among team members that they are being successful. However, except for informal, subjective report, no Team could document that students' learning or behavior problems had been alleviated as a result of Team activity.)

4. The greatest benefit associated with PSTs from the perspective of principals was that management of decision-making about students became more efficient and easier to implement.

(**Research Staff Comment:** Management efficiency was often cited by principals as the chief benefit associated with PSTs; clearly, Teams were an effective instrument for operationalizing principals', as opposed to special education's, policy. Consequently, specific Teams' outlook and self-description tended to be idiosyncratic even though actual mode of functioning across Teams was veyr similar. However, the fact that Teams rationalize the use of site resources, espeacially personnel resources, does not detract from our

observation that there is general satisfaction among teachers at exemplary sites that Teams are effective, helpful, and useful. Teachers tended to hold this view despite the fact that they also acknowledged and accepted that their site teams could offer only limited resources.)

5. In general, Teams operate without any additional district or State resources within the framework of regular educational arrangements.

(**Research Staff Comment:** Given the structure of the school day and the fact that site resources are chiefly embodied by personnel, lack of resources tends to severely limit the range of possible team functions envisioned by principals, teachers, team members, and district personnel. Thus, few teams engage in hands-on assistance to teachers, but rather rely upon clear, practical recommendations, perhaps followed by informal monitoring and assistance from a particular auxilary staff member, such as the resource specialist. Similarly, given limited resources, few principals see the possibility or practicality of expanding the role of their PSTs beyond what has been accomplished thus far, even when they acknowledge that such expansion -- in the direction of site-based staff development, for instance -- would be desirable. Consequently, because principals' leadership appears crucial, it is unlikely that much innovation with PSTs will occur without additonal resource support from districts or from the State.)

Limitations and Cautions

Results from this study must be interpreted cautiously and with appropriate regard to methodological weakensses which may affect generality of findings. However, procedural and analytical precautions were taken during each phase of the study to increase the interpretability of the data. For example, during Phase I, the State Survey, efforts were made to sample SELPAs/counties exhaustively, rather than to depend upon the representativeness of a probability sample. Both telephone and mail survey methods were used in order to obtain

both convergent data from the same source, but also to obtain some data from as many SELPAs/counties as possible.

Site visits, in-depth interviews, and teacher surveys during Phase II were conducted only after selection criteria were distilled from State Survey data. This was done to provide further safeguards that a common, objective means for describing "successful" teams could be used to discriminate among the many teams which were either self-nominated or nominated by local administrators. For similar reasons, teachers were surveyed during this phase to assure that personnel most directly affected by PST operations were in substantial agreement with administrators' perceptions of team "success," as well as in agreement with the research staff's selection criteria.

Cautions were also observed during implementation of Phase III, field validation of training procedures and guidelines. Common elements in both empirical research literture as well as published team guidelines from local school agencies. Common elements were then compared to common characteristics emerging from survey and interview data to select a series of "key concepts" suitable both for training and re-training school site staff. The prototype of this training package was implemented with the support of site principals in two elementary schools in different districts. To remove the influence of research staff, third party personnel were used to conduct training. Moreover, each site was encourged to design their specific training based upon perceived site needs and resources. Likewise, data collection was done by site personnel rather than by research staff to further protect the validation experiment from a strong source of bias. Though there was undoubtedly some loss of experimental control and data quality because of this naturalistic approach, data available at the end of Phase III could be interpreted to show that training guidelines were effective in

(a) providing low-cost, individualized self-training

(b) inducing in trainee teams characteristics similar to those observed in "successful" teams,

(c) eliciting from teaching staff positive, cooperative reactions to team purpose, training, and operation, and

(d) promoting team activities which have been associated in the literature with more appropriate referrals to special education.

In addition to identifying, studying, documenting, and deriving training guidelines from schools who apparently have been successful in using Problem Solving Teams, a number of substudies were conducted in parallel with the major research effort. For example, a comprehensive survey of Santa Barbara County (SELPA) was conducted to obtain a better estimate of the accuracy of State Survey data. At each step of data collection, non-participating or non-selected sites were consistently studied to assist in intepreting the generality of data collected at cooperating sites. Preliminary investigations, not central to the purpose of this project, but nevertheless important to a full understanding of variables influencing both special education referral rates and child study team success were undertaken at a number of sites. Taken as a whole, therefore, the project has yielded data of very general interest to both policy-makers and educational practitioners considering alternatives to current special education referral practices. The following general conclusions are explored in greater detail in the body of the following report.

I. HISTORY/OVERVIEW

The purpose of this study was to investigate and clarify the role of Problem Solving Teams (PSTs) in performing two functions: (1) screening and considering regular education options for students likely to be referred to special education, and (2) promoting effective use of site resources to increase the skills and competencies of the teaching staff. The study's major objectives were to identify, analyze, document, and disseminate information useful to those wishing to develop "successful" PSTs.

The study responded directly to the following beliefs held by increasing numbers of practitioners and policy-makers: (1) PSTs cause more appropriate cases to be referred to special education; (2) PSTs cause a reduction of unnecessary special education costs; and (3) PSTs cause more effective and efficient use of regular education resources available at the school site level. However, the general problem addressed by this research concerns both increasing variability of referrals for students thought to be learning handicapped (LH).

A. Variability in Identification and Referral

Alarming increases have been noted nationally in the number of children identified as mildly handicapped, especially those considered "learning disabled". According to statistics compiled by Special Education Programs, U.S. Department of Education (1983), there has been a 40% increase in the number of students identified as mildly handicapped (i.e., learning disabled, mentally retarded, or emotionally disturbed) since 1976-77. Most of this increase has been attributed to increases in students identified as learning disabled (LD). The number of identified LD students had more than doubled in the six years between 1976 and 1982

according to Special Education Programs' data (1983). Nationwide, over 4% of the school age population, 40% of all students reported under P.L. 94-142 as handicapped, has been identified as LD.

Beyond the obvious concern for fiscal control, educational appropriateness, and ethical identification practices engendered by these dramatic increases, there has been concern among professionals and policymakers alike over variability in identification procedures across states, districts within states, and schools within districts. This latter concern has been accompanied by renewed interest in formal eligibility criteria based upon various mathematical models of achievement-ability discrepancy. California has recently joined those states which have established eligibility formulas designed both to exert fiscal control and also to attempt to assure that student are being appropriately identified.

Recently, Ysseldyke, Algozzine, and Epps (1983) compared the percentage of school-identified LD and low achieving non-LD students who would qualify as eligible under any of 17 different discrepancy formulas which have been suggested in the literature. No more than 78% of school-identified LD students were also identified by any particular discrepancy formula. Moreover, approximately as many low achieving as LD students were identified by any formula. That is, none of the 17 discrepancy formulas reliably discriminated between students who were identified by their schools as learning disabled and low achieving peers who were not identified. In a similar study, Forness, Sinclair, and Guthrie (1983) found that 8 proposed discrepancy formulas were inconsistent in identifying LD students from a group of high-risk children referred to a neuropsychiatric clinic for evaluation. Depending upon which formula was applied, between 11% and 37% of high-risk students were identified as LD. More importantly, only 8% of these students were identified by every

formula. Despite the fact that these students had been referred, not randomly selected, from the general school age population, 47% were not identified by any formula.

An alternative to eligibility criteria which depend upon psychometric definitions of disability is to strengthen the ability and the resolve of regular education programs to accomodate students who are difficult to teach or manage in classrooms. This approach is consistent with current California policy which requires that attempts to use regular education programs should, whenever possbile, precede referral for special education.

The Problem Solving Team (PST) is increasingly viewed as an appropriate vehicle for mobilizing regular education resources in response to problem students who perhaps should not be referred immediately for special education. The reasons for its emergence are varied, but can be traced, in part, to (a) the needs of a special education population which has expanded in the face of contracting financial resources, (b) the firm desire to coordinate the many and varied categorical programs in evidence on a typical school site, and (c) the legal mandate, stated in SB 1870, that "a pupil shall be referred for special educational instruction and services only after the resources of the regular education program have been considered and, where appropriate, utilized." However, PSTs have historical precedent in a variety of school site decision-making groups which, for one purpose or another, have been implemented over the last half century in public schools.

B. Historical Precedent for Problem Solving Teams

Among the goals of California's initial Master Plan for Special Education was the intention to reorganize service provision for mildly handicapped children who were then being served under a number of

diagnostic and administrative labels. Special education was to be provided in response to evidence of "exceptional" educational need, rather than because students fit some traditional classification criteria as learning disabled, educable mentally retarded, or mildly emotionally disturbed. Under then proposed arrangements, "exceptional educational need" would be confirmed by a consensual decision by "school appraisal teams" whose membership consisted of staff members from a given school site. Despite successive modifications in these original proposals by both the Legislature and State Department of Education over ensuing years, it has been the clear and consistent intent of special education policy to encourage the regular education program to attempt, whenever possible, to accomodate individuals whose academic or social performance was below grade or age level expecations.

Problem Solving Teams, though clearly related to School Appraisal Team concept, are also progeny of Child Guidance Committees of 50 years ago, and today describe a confusing array of school site decision-making groups variously labeled, Student Study Teams, Multidisciplinary Assessment Teams, Child Study Teams, Pupil Study Teams, Problem Solving Committees, Teacher Assistance Teams, and School Site Problem Solving Teams. However labeled, these types of school-based decision-making bodies perform many similar functions, especialy in mediating between the accomodative potential of regular programs and the more-or-less automatic nature of special education assessment and placement procedures once they are set into motion by formal referrals. Despite great procedural detail and specificity in policy mandates, both State and federal law is frustratingly unclear about how the appriopriateness of a referral will be decided or how and on what basis a decision can be made that regular education, school site resources have been adequately utilized and found insufficient. Thus, while the tolerance

of regular programs for studnets who are difficult to teach or to manage is elastic to some undetermined degree, transfer of "ownership" of problem learners to special education is difficult to stop once mandated procedures are initiated by teacher referral. Problem Solving Teams, by whatever name, serve to fill the procedural gap left by current policy and to apply reasonable safeguards against the relative automaticity of special education referral processes.

II. CONCEPT OF PROBLEM SOLVING TEAMS

The Problem Solving Team concept, under a variety of names, is generally composed of site-level professionals from a variety of disciplines who meet on a regular basis to accomplish some or all of the following:

1. provide peer support and problem solving
2. more efficiently use school site resources
3. insure proper placement of students in school site programs
4. help decrease the number of inappropriate referrals to special education or other programs

The Problem Solving Team is a school-based problem-solving group whose purpose is to provide a vehicle for discussion of issues related to specific needs of teachers or students and to offer consultation and follow-up assistance. It can provide immediate crisis intervention, short term consultation, continuous support, or the securing of information, resources, or training for those who request its service. By providing problem-specific support and assistance, the team can help teachers and other professionals to become more skillful and gain confidence in their work with students.

The exact role and procedures of a team will vary over time and from school to school. These will depend on the needs of the staff, the team membership, and current concerns or issues. The question of team role and procedures is addressed during formative stages, but needs to remain open to reinterpretation, allowing teams opportunities for evolving and meeting changing staff needs. The team described above (i.e., a "problem solving" team) should not, of course, be confused with those site teams (i.e., IEP teams) whose major purpose is to determine eligibility for students referred for special education and developing Individualized Education

Programs. The Problem Solving Team is one which meets prior to the implementation of legal mandates and timelines, and prior to a determination that a referral to special education should be made.

As described in the previous section, Problem Solving Teams are not a new concept. For at least fifty years, schools have used child guidance clinics as a model for within school clinical assessment and intervention with difficult to teach pupils. Regardless of the motivation for establishing such group decision-making processes, the general operating characteristic has been group consideration of students whom teachers have identified as unusually difficult to teach or manage in regular classrooms. In recent years, however, attention to such school processes has begun to shift from interest in diagnosing deviant students to interest in methods of coping and accommodating individual differences.

Review of Literature

Rucker and Vautour (1981) have reported on a series of simulation studies aimed at clarifying the value of child study teams in educational decision-making. Twenty child study teams operating in Connecticut were studied initially by Vautour (1977). Each team was asked both as individuals and as a consensus-seeking group to determine appropriate educational placement for 30 simulated referrals. Results of the data analysis indicated that team decision-making was superior to individual decision-making with regard to the appropriate placement of handicapped students. Size of team had no significant effect on decision-making.

In a second study (Crowell, 1977), experienced team members were assigned to ad hoc teams to determine if experience with a fixed set of colleagues was important in making appropriate placement decisions. The results indicated that ad hoc teams did as well as longstanding (e.g., five years) teams in placing handicapped children.

A third study by Goldbaum (1977) compared decisions when norm-referenced vs. criterion-referenced assessment data were available. Findings indicated that handicapped children were placed in more restrictive settings when norm-referenced data was used. Administrators and teachers felt that criterion-referenced data was more understandable and useful than norm-referenced data.

In a fourth study (Szabo, 1979) 120 child study team members were asked to rank the importance of six categories of evaluative information. Educational, intellectual, and observational information were more highly valued for cases in which referred children were thought to be mildly handicapped.

Trailor (1980), in a fifth study, 40 child study team meetings were observed to gauge the relative effects of two types of training experiences designed to enhance the role of the regular education teacher. Teachers who had received a "role clarification" training spoke more in PST meetings than those who had not received this type of training. However, Trailor found that there was not a significant difference between training groups on the number of times regular classroom teachers were addressed by others on the PST. One implication is that regular classroom teachers were not accorded "equal" status by other team members despite more assertive verbalizing. This interpretation is supported by research conducted by BEH investigators (Yoshida, Fenton, Maxwell, & Kaufman, 1978). They found that regular classroom teachers perceived themselves as low both in participation and satisfaction with team decision-making.

A second series of studies investigated special education team meetings in naturalistic, rather than simulated, settings (Ysseldyke, Algozzine, & Thurlow, 1980). In seven observational studies of actual placement meetings, it was found that more time was usually spent

describing student problems than in attempting to generate alternative intervention strategies. About half of every meeting was spent discussing assessment information. Regular classroom teachers participated very little. The nature of assessment data had more influence over ultimate decisions than did child characteristics. About two-thirds (65%) of the participants felt that their view of the child did not change as a result of the meeting. These results generally confirmed the findings reported from simulation studies by Rucker and Vautour (1981).

However, in both series of studies, decision-teams were operating as part of the formal special education process. In all cases, referral for special education services had occurred. Placements, not modifications in regular program, were the prime consideration. The role and contribution of regular classroom teachers was peripheral despite the fact that, in many cases, s/he was to bear major responsibility for the student's program. Consequently, these studies did not really address the question of how effective child study teams might be as a means of resolving problems with difficult to teach students prior to a referral.

One major study which addressed this question directly has been conducted by Chalfant, Pysh, and Moultrie (1979). During a two year period, Chalfant and his colleagues trained 25 "teacher assistance teams" in four states (Chalfant, 1980). These teams consisted of members of a school staff who had been elected by their colleagues. Teacher Assistance Teams (TATs) are novel for several reasons. First, they operate completely within the regular education program as a resource and support system for regular classroom teachers. Second, members are elected by their peers and do not serve by virtue of their job description or formal school role. Third, TATs focus on helping teachers, not on studying children. Fourth, assistance is provided for teachers confronting difficult to teach children

who do not otherwise qualify for special education as well as handicapped children who have been "mainstreamed" without sufficient provision for the classroom teacher's professional development needs. Finally, TATs are designed as much as instruments of staff development as they are mechanisms for problem-solving.

Data reported in the final project report (Chalfant, 1980) showed that about 67% of cases for which teachers requested assistance were helped by TATs; another 27% were referred for special education and all were found eligible. The problems presented by only 13 (i.e., about 7%) students out of 200 staffed by the TATs were unresolved. Data were also presented which was interpreted to demonstrate high staff morale at project sites. Chalfant (1980) recommended the following needs in designing implementation of the TAT model:

1. Strong, concrete, administrative support
2. Adequate training for all staff in TAT methods and in techniques for individualizing instruction
3. Training in formative evaluation methods for monitoring student progress
4. Rapid development of team operating procedures
5. Rapid acceptance of first "referral," gradual increase in number of "referrals" with ongoing refinement of procedures
6. Conduct an evaluation of each team meeting
7. Develop a communication network among teams at different sites

The available literature suggests that a reasonable and appropriate

link between the regular education program and its resources and the special services and resources available in special education programs may be the best use of child study teams (PSTs). However, until the present study, it has not been clear that, simply by virtue of their being group decision-making processes, all PSTs will function effectively. Nor has it been previously demonstrated unequivocally that as a site-level problem-solving mechanism, all PSTs are equally able to assist regular classroom teachers confronted by pupils whose academic and/or social behavior(s) cause teachers to conclude that significant academic progress is unlikely without assistance in modifying either manner of instruction, content of curriculum, and/or physical environment. Because the major purpose of PSTs appears to be to encourage collective consideration, evaluation, and implementation of modified instructional arrangements likely to result in reliable pupil progress and appropriate social behavior, the present study was funded by the California State Department of Education to better document the critical and functional characteristics of "successful" PSTs.

III. PROBLEM SOLVING TEAMS IN CALIFORNIA

Overview of the Study

The overall goals of this project were to identify, analyze, document, and disseminate information about the characteristics of "successful" Problem Solving Teams. "Successful" is a term that is understood to describe operations of such teams which result in (a) teacher satisfaction, (b) administrator satisfaction, (c) appropriate referrals to special education, (d) positive child outcomes for students not referred to special education, and (e) efficient use of site resources.

Figure 2 is a diagram of the general research design used in this study. The study used (a) a descriptive-correlational strategy for documenting characteristics of exemplary, field identified sites or districts; and (b) an experimental strategy for observing the effects over a baseline condition of training procedures and materials.

The study attempts to explain the functional relationship between the specific critical organizational, personnel, and operating characteristics. The major thrust of the research was to develop materials that are both flexible and suitable for training Problem Solving Teams who (a) may be at different stages of development; (b) may face different organizational or operational problems; and (c) may need or prefer atypical models of group problem-solving that are compatible with specific, local circumstances.

Hypotheses

The following series of hypotheses have been tested in the present study:

1. Direct and visible encouragement from district administration is a prerequisite for successful development of effective problem solving teams.

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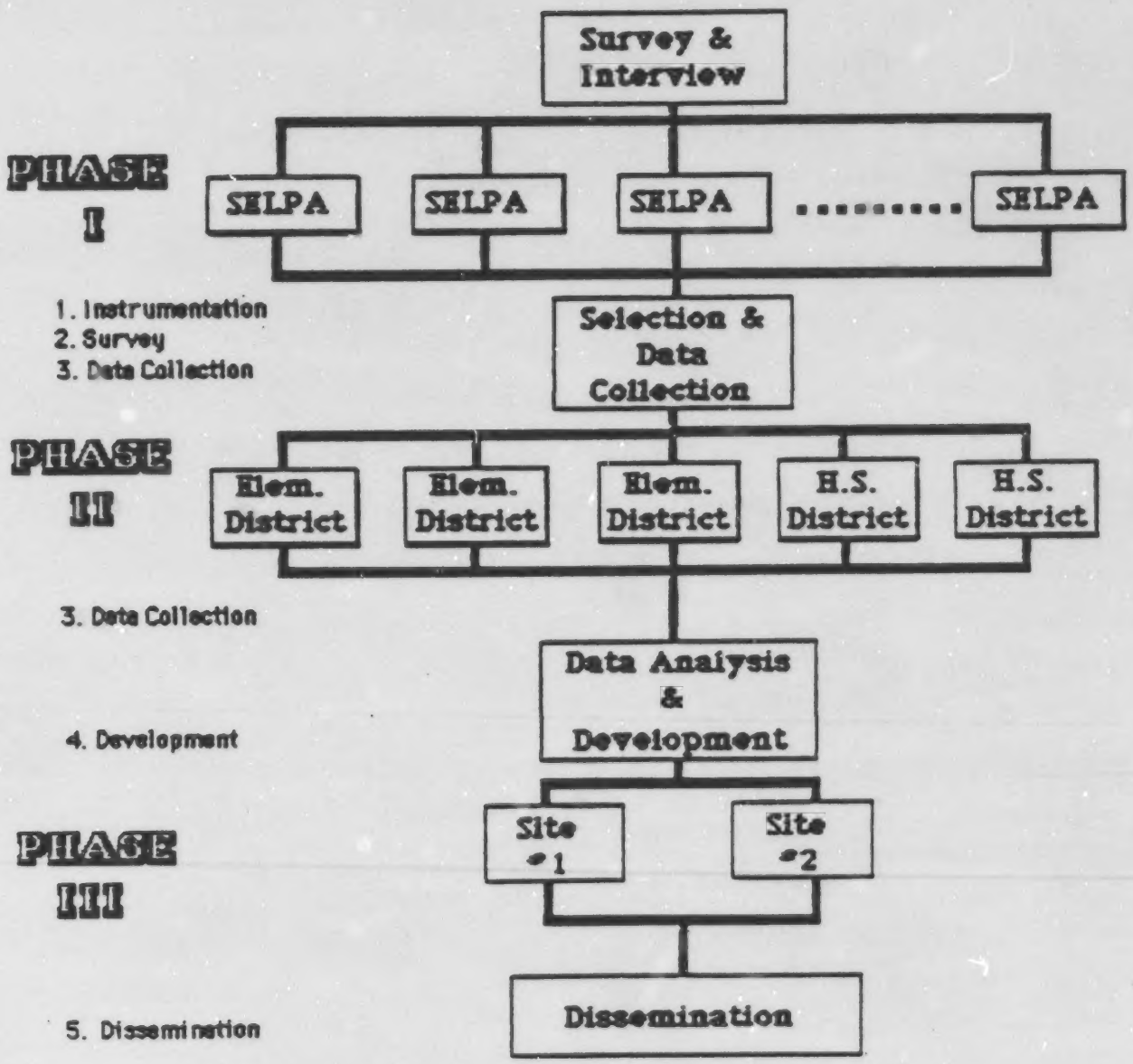
Figure 2

DESIGN OF STUDY



2. Principals who are directive, creative in allocating site resources, demonstrative in their enthusiasm for the problem solving team process, and who view themselves as instructional, as well as administrative, leaders will establish and operate successful site teams.

3. Successful teams will be characterized by efficient use of meeting time, consensual decision-making, concrete and visible resource support for teachers requesting assistance, systematic monitoring of implementation of recommendations, and planned follow-up procedures.

4. Schools with exemplary teams will refer students to special education at a lower rate but will view the problem solving team as a staff development process, not a special education prereferral mechanism.

5. Schools with exemplary teams will have higher staff morale and both better site programs as well as instructional outcomes for difficult to teach children.

Specific Questions

These hypotheses reflect several specific questions which have been addressed by the project. For example, what criteria should be used to identify "successful" problem solving teams? Are teams successful if they reduce the rate of special education referral, but do not demonstrate increased staff satisfaction, better instructional outcomes for students, and efficiency with site resources?

Second, are there basic organizational or operational principles which successful teams have in common, but which permit intentional and planned

variation in membership, format, and activity?

Third, how does variability in teacher tolerance for individual behavior and learning differences affect the development, operations, and success of problem solving teams? Do variability of teacher characteristics and student body characteristics interact to facilitate or inhibit the development of successful teams?

Fourth, to what extent do instructional vs. diagnostic orientation, planned monitoring of students' susceptibility to intervention, and concern for educational outcomes influence the successful development and operation of problem solving teams?

Finally, to what extent do successful problem solving teams perceive themselves or function as a long-term, professional development project within the school sites?

A. State Survey

Because perceptions of quality and "success" were likely to vary among potential informants, we adopted a sampling strategy which would gradually filter a large pool of nominated sites by data analysis at each phase of the study. First, we posited a reasonable and empirically defendable definition for success. "Successful" sites had to meet three criteria:

(a) Evidence of reduced special education referrals

(b) Evidence of teacher satisfaction with team

(c) Evidence of desirable student outcomes

Phase I would provide broad survey data from every region of the state. The survey questionnaire and follow-up telephone interview were designed to elicit a "nomination" pool of districts and specific sites. That is, self- or other-perceived success in using PSTs would nominate a district or site for further investigation. Then, analysis of specific survey responses would be used to construct objective criteria by which a basis for

selection of a smaller, empirically valid sample of "successful" districts or sites could be established. Thus, as the entire project progressed, increasingly objective indication of "success" would lead to specific, exemplary sites by a process of successive approximation. It was presumed that close examination of these residual sites would yield information which would be useful for designing training guidelines.

Phase I began with development and pilot study of a suitable instrument (See Appendix A). The major purpose of this instrument was to gather demographic and descriptive information about the prevalence and general characteristics of school site decision-making groups which were distinct from multidisiplinary assessment and IEP teams, but which were nevertheless involved in determining appropriateness of referrals for special education. Upon completion of the survey instrument, a sample of special education informants drawn from administrators of special education in county offices and/or SELPA offices was contacted by telephone. Initial telephone interviews were followed by mailed survey instruments. Phase I was completed by March 31, 1983, and results reported in our Interim Report. However, additional surveys were subsequently returned and these are included in the following section and in Appendix A.

Telephone Interview. While a survey instrument, which was to be mailed to each SELPA and County Schools Special Education Office was being developed, potential informants were telephoned and invited to participate in a telephone interview. The telephone interview was undertaken to assure (a) as exhaustive a sampling of the state as possible, and (b) as much basic information from as many sources as possible. Specifically, we wished to obtain:

(1) identification of Problem Solving Teams in the SELPA or county

(2) nomination of districts or particular sites known or thought to be "successful"

(3) description or explanations of criteria which informants used to determine "success."

At least one informant in each of California's 58 counties was contacted at least once by telephone; those who consented to be interviewed accounted for 42 of 58 counties, or 72% of the sample.

Written Questionnaire. Follow-up questionnaires with stamped, self-addressed envelopes were sent to all informants, nominees, and counties including those who had failed to respond to telephone contacts. Seventy-six percent of counties were represented by responses to mailed questionnaires. In all, ninety percent of California counties responded to one or both types of contact.

The follow-up questionnaire consisted of twenty statements that required participants to either check all categories that applied, or to supply brief written statements concerning Problem Solving Teams. Information requested included general factual descriptions, such as, how long teams had operated, how they were structured, who served on the, and how often and for how long did they meet. In addition, questions were included which probed more subjective judgements, such as, how teams were evaluated, what criteria were used to judge effectiveness, what contributed to teams' success or failure, and what evidence demonstrated that teams had reduced special education referrals, or made better use of site resources.

Results showed that 62% of the responding counties had problem solving teams in their regions. Nominated districts (93%) and schools (92%) confirmed that they used Problem Solving Teams. Of those responding districts who had PSTs, 11% reported 1 - 2 years of use, 25% had operated them for "2 to 3" years, 14% had used their teams for 3 - 4 years, and 18%

had 4 - 5 years of experience. About 11% of the districts reported less than a year's experience with Problem Solving Teams, while 21%had team experience for over 5 years.

"Teachers' Comments" (83%), "Direct Observation" (63%), and "Principals' Reports" (60%) were most frequently cited as factors which were important in districts' evaluations of PSTs. Almost all schools (85%) reported that teachers' comments were important in evaluating their teams.

Districts further noted that "District Verbal Support" (83%), "Principal Verbal Support" (66%), "District Resource Support" (63%), and "Teacher Leadership" (63%) were important factors underlying administrative success of their Problem Solving Teams. School sites thought that "Faculty Support" (77%) was most important for achieving administrative success.

The educational effectiveness of Problem Solving Teams was seen by districts to be attributable mostly to "Decline in Inappropriate Referrals" (83%) and "Effect on Learning" (57%), but a substantial number of districts (43%) also reported increased "Management Skills" and "Teacher Ability" as indicators of educational success. Almost all of the schools agreed with district informants in identifying decline in inappropriate referrals and effects on learning as evidence of success with their Problem Solving Teams.

Where teams were thought to be unsuccessful, many district respondents (33%) cited "Lack of Principal Support" as the reason; "Teacher Resistance" and "Lack of Training" also were both cited as reasons by a number of districts (27%). .The most frequent indicator given by district respondents to show reduction in inappropriate referrals to special education was that Problem Solving Teams provided interventions for regular classroom teachers. Most school respondents simply indicated that problem solving

teams resulted in "fewer" referrals which were "more" appropriate. Cost effectiveness was viewed by districts in terms of better staff communication and cooperation. A similar percentage of school sites agreed.

For districts, the three most cited sources of referrals to PSTs in order of frequency were Regular Education teachers, Principal, and "Other Staff" members. School site reports agreed both with this list and its relative rankings.

Based on relative frequency rank, from the perspective of districts, Resource Specialists, Principals, Psychologists, and "other" Special Education staff usually attended PST meetings. These meetings were usually held at least once a week for 30 to 60 minutes before or after school. School informants reported that the Resource Specialists, Principal, Psychologist, and a Regular Education teacher were usually in attendance. Typical meeting times and schedules for schools were similar to those reported by districts.

Schools estimated that they had eventually filed a formal special education referral for 28% of all children referred to the Problem Solving Team. Both districts and schools agreed that "Less than 25%" of Problem Solving Team referrals were predominately for "behavior" as opposed to "academic achievement" problems.

The most frequent advice offered by districts in establishing a Problem Solving Team was "Inservice Training," "Principal's Support," and "Staff Coordination/Cooperation." Schools were in general in agreement with these recommendations; however, they also cited the importance of "Established Guidelines" and "Following a Specific Time Schedule."

To confirm general conclusions from statewide interview and questionnaire data, an intensive study of one county (i.e., Santa Barbara)

was conducted simultaneously. About 86% of all districts in the county responded to a detailed survey. Results showed that 58% of responding districts had some type of Problem Solving Team designed to help teachers solve instructional and management problems. Of these, 87% were from K-6/K-8 school sites and 13% were from 6-8/7-8 sites. No 9-12 sites reported having Problem Solving Teams as described.

In Santa Barbara, 63% of school sites with Teams reported three or more years of experience. Site administrators reported that 74% of PST cases originate from regular classroom teachers. Aside from regular classroom teachers (97%), 95% of meetings were attended by resource specialists, 97% by principals, and 76% by psychologists. About 50% of the Santa Barbara sample reported meetings lasting less than 30 minuites; most respondents cited meeting times that were either before or after school on a weekly (45%) or twice-a-week (21%) basis. Twelve schools (32%) reported meeting only when there was a referral.

Data indicated that Santa Barbara schools tended to keep "notes/minutes of meetings" (37%) more often than schools reporting in the State Survey. About 12% of Santa Barbara County schools kept no records, while every district respondent claimed to keep some type of formal records. The discrepancy between reported record keeping in Santa Barbara schools and other schools responding to our State Survey may be explained by the fact that survey respondents were nominated as have "successful" Teams, while all sites with Teams in Santa Barbara were surveyed without regard to objective or self-evaluation.

About 84% of Santa Barbara's schools with PSTs reported a reduction in inappropriate referrals to special education. In explaining their success with Problem Solving Teams, many (55%) school site administrators made comments similar to these:

1. "...our knowledge of past referrals; this helps us screen those referrals that can be handled in ways other than special education services."

2. "Problem solving strategies are exhausted at the local level before special education mandates are involved."

3. "Teachers are more sophisticated in identifying problem areas."

4. "Many more options are now available and widely known,..."

5. "Slows down the chronic referring teacher."

6. "The total staff has better understanding of the special education guidelines."

7. "Teachers have to consider the child more carefully."

8. "Interventions occur at the classroom level before a referral is made."

Tentative Conclusions. Schools identified as having successful Problem Solving Teams generally fell into a "young" and "old" group. That is, approximately half of the responding schools reported less than three years of experience with their teams. Thus, schools thought to be successful appear to be about evenly divided between those in early stages of innovation and those whose experience with Problem Solving Teams extends to the early years of state special special education reform. That perceptions of success with these Teams are accompanied by considerable variability in years of experience was unexpected. It suggests that school site and/or team qualities contributing to perceived "success" are not merely a function of time.

Of somewhat greater interest was the fact that county, district, and school site informants agreed that "decline in inappropriate referrals" was the most frequent indicator of PST success. Moreover, informants from the various administrative levels ranked indicators of more appropriate

referrals and more efficient use of site resources almost identically. Increased interventions for regular class teachers and better staff cooperation and communication were most frequently cited as evidence by all. However, on most other questions concerning specific factors which might contribute to success or failure, informants from different administrative levels (i.e., county, district, site) disagreed about the relative importance or frequency of factors.

For example, though district informants most frequently reported that district support, principal support, and teacher leadership were important to the administrative success of Teams, prinicpals from nominated sites most frequently reported that faculty support, teacher leadership, and documentation of team implementation were most important. More telling was the contrast opinions about why Teams failed. District's most frequently claimed lack of prinicpal support, lack of trining, and teacher resistance were important factors, while principals responses failed to converge most frequently on any particular factor. Instead, 8 of the 12 possible indications were selected at least once by each of the 13 principals; "other" was selected twice with no further specification. Similarly, principals' recommendations for those starting new Teams were equally variable, while district personnel showed clear preference for three recommendations: inservice training, principal support, and staff copperation.

The strength of inferences drawn from these data is limited for several reasons. District and principal informants were not always from the same districts. The sample included a larger number of district informants than principals. Thus, principals' responses may not have been as representative of principals of schools with PSTs (perceived to be successful), as districct personnel's responses were representative of

district personnel in districts thought to have successful PSTs. Undoubtedly, a social desirability factor may have influenced how informants chose to respond. If having PSTs is perceived to be a "good" practice, informants may have been biased towards responses which agreed with what they thought would be perceived as "positive." Finally, these data do not claim to be, nor were they intended to be, representative of all regions , districts, or school sites in California. Rather, they represent a subgroup of individuals at various administrative levels who recognize the PST concept, identify it with a particular district or site, and who have some notion about how these Teams influence special education referral.

These limitations notwithstanding, the data do indicate, we believe, at least three findings of interest to the general thrust of this project, all of which echo findings from other empirical studies (e.g., Chalfant et al., 1979; Cooke & Coughlin, 1979; Stokes, 1982; Yoshida, 1984). First, there is widespread agreement that PSTs are successful by virtue of the fact that their operation is believed to result in reduction of special education referrals. This suggests another level of agreement, namely that without PSTs numerous referrals are, for whatever reason, inappropriate. Furthermore, this agreement cannot be construed to mean that informants' perceptions are accurate, or that students who experience interventions administered by PSTs are being somehow treated more appropriately.

Second, there are differences in perception about underlying reasons for success; that is, what within school variables best account for success. Not unexpectedly, administrators at different levels make different causal attributions for Team success, each relating to important factors in their own administrative environment. Thus, district personnel see principal support as critical, while principals view teacher support as

critical. These differences in perceptions have relevance for design of inservice training guidelines. For example, should principals be trained independently of their teaching staff? Is there a superordinate orientation to the PST process that must be separately specified for district administrators with respect to principals, or for principals with respect to their teaching staff?

Thirdly, the overall impression one gains from survey responses is that the PSTs being described are well-documented and thoroughly evaluated. That is, respondents often indicated multiple sources of evidence upon which their opinions were based. However, data collected in Phase II, described in the next section, tended not to support this impression. Clearly, there are not only differences in perceptions of what contributes to success, there must also be differences in what administrators take to be sufficient evidence of that success.

B. Field Interviews and Needs Assessment at Exemplary Sites

Phase II of the three phase investigation project involved the selection of research sites. A pool of possible districts and schools with exemplary problem solving teams was developed by means of mailed questionnaires to each SELPA, followed by telephone interviews with administrators from nominated school districts and sites. This process was aimed at (1) documenting consensual views from the field of the characteristics of successful PSTs; (2) developing objective criteria for measuring "success" in terms of longevity, staff satisfaction, positive pupil outcomes, and favorable benefit-cost relationships; and (3) identifying cooperating districts and specific school sites for more intensive investigation.

Sample selection

Districts with at least one school site meeting the "success" criteria

developed by procedures outlined above were sought and invited to participate in Phase II of the study.

Review of data collected as part of the Statewide Survey led to tentative conclusions concerning characteristics of school sites with successful Problem Solving Teams. However, more detailed information about how teams functioned was required before training recommendations would be formulated. Consequently, a number of school sites were selected for collection of interview and faculty survey data.

Teams reporting success on the Statewide Survey were either self-nominated or nominated by SELPA administrators. Therefore, the following strategy was adopted in order to be both systematic and objective in identifying "successful" teams. Key responses on Survey items were analyzed and compared to a number of published descriptions of successful decision teams (e.g., Chalfant et al., 1979). Needs Assessment Questionnaires were distributed to teaching staff at schools identified by these criteria. Finally, interviews were conducted with principals and other staff at sites where questionnaire responses had indicated that teachers perceived their teams as effective.

Twenty school sites were selected based on the agreement of their responses on the Statewide Survey with the following criteria :

(1) The site's Problem Solving Team was distinct from an Assessment Team or IEP team.

(2) The site evaluated their Problem Solving Team as being successful.

(3) The site used written reports, records, and/or other materials to document the Problem Solving Team process.

(4) The site responded to the following questions on the follow-up questionnaire:

(a) How many unduplicated requests/referrals to the Problem Solving Team this school year (1982-83)?

(b) How many of the cases ultimately were referred for

(5) The school population and grade levels that are present at the site.

These sites, representing districts reporting success with Child Study Teams, also represent either elementary and high school districts or suitable unified districts. They have been identified within cooperating districts and the operation of their CSBs were monitored and documented.

Teacher Needs Assessment Questionnaire

The Questionnaire consists of 27 statements that assess how school sites help teachers solve instructional and behavior management problems. Each staff member responded anonymously by rating these statements on a five point scale. Ratings of 1 indicated "strong disagreement", while ratings of 5 indicated strong agreement.

A sample of 11 sites (A to K) representing 108 teachers was selected. These sites had an average teaching staff size of 15 (S.D.=5). Appendix B presents tabulated responses from all 11 sites. The following discussion of results from the needs assessment questionnaire will be divided into four response clusters: Knowledge of Learning Handicaps, Prereferral Support (i.e., parents, principals, colleagues, auxillary staff), General PST Evaluation, and PST Compcnent Evaluation.

Knowledge of Learning Handicaps. It was expected that teachers at school sites with successful problem solving teams would differentiate "learning handicaps" from other learning and behavior management problems. While a majority of teachers in 10 of the 11 school sites (Mn =64%,S.D.= 20%) believed that they had a "good grasp" of characteristics that defined LH students, most teachers at all sites (Mn = 84%, S.D.=5%) also believed that LH students did not "typically" exhibit learning, rather than

behavior, problems. This pattern of responses is perplexing. Most mildly handicapped students in California are identified as learning disabled for federal child count purposes, and, by federal definition, are more typically construed as learning rather than behavior problems. Therefore, either eligibility standards applied in these schools are not in line with federal definitions, or teachers simply are not aware of these definitions, or despite awareness of eligibility criteria teachers nevertheless strongly believe that LH students do typically exhibit behavior problems.

Prereferral Support. In light of teachers' widely held belief that learning handicapped students typically demonstrate behavior as well as other learning problems, it is reasonable to ask how teachers sort problems perceived to be behavioral, as opposed to problems perceived to be primarily related to learning, among the several avenues available to them for gaining assistance -- e.g., parents, special education staff, colleagues, principal, and problem solving team. The following table presents mean percent of teachers who indicated that they would seek assistance from various sources. The picture that emerges from these data appear to indicate that most teachers at each of these schools agree that use of site problem solving teams occurs only after a number of alternatives are attempted. Parents are most likely to be consulted for all serious teaching problems. After parents, principals are perceived to be more important resources for behavior problems, and least likely to be consulted for academic problems. On the other hand, after parents, special education staff are most likely to be consulted on academic matters. One logical inference, given these data and the stated intention of most PSTs, is that teams as well as informal contacts with colleagues appear to be used less frequently, perhaps as a last resort prior to referral for special services, or perhaps concurrent with such a formal referral

process.

Teachers' Preferences for Assistance with Teaching Problems

Mean % (S.D.)

	ACADEMIC		BEHAVIOR
Parents	32% (13)		92% (8)
Colleagues	--	43% (16%)	--
Special staff	67% (14)		42% (14)
Principal	22% (21)		57% (24)
Team			
(1 occasion)	--	49% (23)	--
(2+ occasions)	--	42% (19)	--

General PST Evaluation. Given the selection criteria used in this phase of the project, it was a justifiable assumption is that teachers would be at least aware that their school site had an operating team designed to assist them with instructional problems. However, responses to the questionnaire surprisingly revealed that many teachers were not aware that such teams existed, or at least did not recognize them when they were described as being for "instruction and/or management problems." All teachers at 3 of the 11 sites (27%) agreed that their sites had such teams. Although a majority of teachers at most other sites were aware of their PSTs (Mn = 64%, S.D.= 38), only 39% of teachers at one site acknowledged that they had such a team. For school sites that were nominated and selected as exemplars of PST practice, it was surprising that teacher awareness was so variable. As was seen in the previous table, only 49% of teachers, on the average, acknowledged that they had used their school site teams on at least 1 occasion; 42% said that they had used the PST on two or

more occasions. If many teachers really are not aware of their teams, it is reasonable to expect relatively few users. However, an alternative inference is plausible. Many teachers may not view their teams as "problem solving" or assistance teams, but rather as special education screening committees. Thus, low use may reflect conscious decision, not lack of communication. If this alternative inference were to be supported by additional data, it would be important to know if, in fact, these teams do function as "problem solving" groups, and are misperceived by teachers, or if teachers have accurate perceptions of teams that provide little, if any, real assistance.

Of teachers who were aware of their site teams, a majority perceived their teams to be effective in helping solve instruction and management problems in only 6 of the 11 schools (55%). On the average, only 57% (S.D.= 26) of these teachers viewed site PSTs as "effective". About half (Mn = 51%, S.D.= 32) felt satisfied that teams were both effective and "worth the time". Thus, on the average, roughly half of the teachers at each site were aware that their school had a problem solving team. Of these teachers, about half again acknowledged using the team, and a little better than half perceive the team to be effective. Evidently, it is not necessary for all teachers to use or positively evaluate their school's team for that team to be perceived as "successful" by administrators. "Some" teacher satisfaction and "some" reduction in formal special education referral and placement appear to be necessary and sufficient indicators for administrators to conclude that teams are "successful". For example, only 32% of teachers (S.D.= 24), on the average, agreed that teachers were usually asked if they were satisfied with any help given.

PST Component Evaluation. Further evidence that PSTs at these school sites vary widely and unexpectedly in characteristics presumed to be

related to "success" is provided by analysis of teachers' responses to questionnaire statements that concern specific components of team process and behavior.

In general, these components can be conceptualized as (a) access and convenience, (b) process, (c) recommendations and assistance, and (d) evaluation. A minimum requirement for teams to successfully assist teachers in solving problems is that meetings must be accessible and convenient. On the average, 74% (S.D.= 22) of teachers at each site reported that they typically meet with teams to discuss problems when a request for assistance is made. Presumably, relatively ease of communication allows some teachers at each site to bring problems to less than the full team. However, only two-thirds of teachers at each site (S.D.= 22) agreed that meeting times were conveniently scheduled, perhaps causing some teachers to seek assistance in more informal ways.

It was assumed that an important part of team process for "successful" PSTs would be encouragement for teachers requesting assistance to participate equally and actively in all discussion and decision-making. While an average of 72% (S.D.= 26) of site teachers felt that they were encouraged to actively participate, only 57% (S.D.= 36) felt that they were made to feel as "part of the team." This dilemma is consistent with findings from observational studies of special education team processes (Ysseldyke, Algozzine, & Thurlow, 1980). Studies such as these have often demonstrated a pervasive inequality in participation by regular class teachers compared to auxillary staff. It should be recalled that most teams surveyed in this project were composed mainly of such auxillary personnel.

Clearly, one of the most important aspects of PST process concerns its outcomes, specifically the quality of its recommendations and forms by which assistance is delivered. About 60% of site teachers, on the average,

felt that recommendations were pertinent to teacher concerns (Mn= 54%, S.D.= 37), practical and addressed the problem at hand (Mn= 53%, S.D.= 22), specific, individualized, and not vague or ambiguous (Mn= 60%, S.D.= 25), and generally resulted in some form of concrete assistance (Mn= 57%, S.D.= 21). Thus, though many teachers felt that they were not treated as equal team members, they were nonetheless persuaded that team processes resulted in meaningful and tangible benefits.

Finally, "successful" teams might be expected to have come by their awareness of success through some sort of evaluation process. Hopefully, such a process yields objective information upon which future plans and decisions can be based. Unexpectedly, data from teacher questionnaires seemed to indicate that such evaluation was not common in this sample of schools. On the average, fewer than half of each site's teachers (Mn= 43%, S.D.= 20) felt that evaluation of effectiveness depended upon objective information or measurement. Even fewer teachers (Mn= 39%, S.D.= 18) thought that follow-up meetings to discuss progress were typical.

The summary impression from these data is that not much more than half of each school's teachers actively make use of their PSTs. When they do seek team assistance, they are apparently encouraged to actively participate in discussion and decision, but tend not to perceive themselves as equal team members. Moreover, although these teachers seem largely satisfied with recommendations and actions resulting from team processes, there seems to be some ambiguity concerning how progress in resolving problems is monitored and evaluated. It may be presumed that, in the absence of objective measures, teachers are nevertheless convinced that recommendations are sound. These data do not provide insight, however, into whether students who are the source of concern actually benefit as a result of team recommendations or actions.

Site Interviews

Interviews with site principals and selected other staff members were conducted to acquire more detailed information about the history, day-to-day operation, and future outlook of teams which thought of themselves as successful. In particular, interviewers sought to document more fully how teams related to local special education policies, what forms of concrete assistance were provided to teachers, and how judgements were formed about whether team assistance to teachers was being translated into positive and desirable outcomes for problem learners.

Fifteen hours of interviews were conducted at 13 sites (10 elementary, 2 junior high) with 22 informants during late November and early December, 1983. Each interview lasted at least 45 minutes; the longest interview lasted over two hours. The principal and at least one additional staff member were interviewed at 8 sites. To increase the validity of any inferences to be made from data, interviews included (a) 2 sites where teachers did not agree that teams were effective (i.e., a NOT CONFIRMED group), but which were in the same districts as one of 8 interview sites where teachers had confirmed team effectiveness (i.e., a CONFIRMED group), (b) 1 site meeting our criteria for effectiveness, but where teachers had not responded (i.e., a NO RESPONSE site) to the survey, and (c) 1 site where staff members had tried and failed to establish a Problem Solving Team, but were willing to try again (i.e., a NO TEAM site).

Team History. Most CONFIRMED sites reported that district or county administration had encouraged or directly supported team formation. One site led their district in developing a unique PST model by seeking and obtaining extramural funding. All but two sites have had at least three years of experience with the PST process. These two sites were involved with their second year with PSTs at the time of interviewing.

In all cases, 1 to 4 days of staff training was conducted both on and off site. Training was usually conducted by paid consultants, and generally consisted of

a) an orientation to the concept of "problem solving teams"

b) simulation activities emphasizing group problem-solving techniques, such as "brainstorming"

c) guided and self-monitored practice with actual cases generated by school site staff

In a few cases, principals had had previous experiences with school site teams. Regardless of previous experience, though, most principals agreed that implementation of PSTs was both desirable and necessary to improve management of student related problems.

~~[illegible] schools~~ which were NOT CONFIRMED as effective by teacher survey ~~did not have team~~ histories which were clearly different from those of CONFIRMED sites. One site was a junior high school, while all CONFIRMED sites were elementary schools. Possibly junior high school teachers face management and instructional problems which are less easily solved by PSTs than problems typically confronted by elementary school teachers. However, interviews revealed that teachers had been disillusioned and frustrated with the manner in which the former principal and school psychologist had run the problem solving team. Early dissatisfaciton with team management may have disrupted team development. While the district had invested resources years earlier in inservice training, opportunities for such staff revitalization now were less likely.

Another school NOT CONFIRMED by teacher survey in the same district was the first elementary school to pilot the district's plan for PSTs. Moreover, this site had developed a PST model based on clinical "staffings" before the PST process was mandated by district administration. The

principal had been at the site for 10 years. Therefore, lack of administrative continuity could not explain discrepancies between principal's and teachers' perceptions of team effectiveness. In fact, nothing in this site's team history suggested reasons why teachers disagreed about team effectiveness.

Team Composition and Leadership. Team composition at all sites was apparently determined more by availability of personnel, rather than by requirements for persons with specific job descriptions. Thus, at one site a social worker was considered a team member. At other sites, where social workers were not available, but where bilingual teachers, school nurses, counselors, or vice principals were available, these professionals may have been included on PSTs. In one district (i.e., 2 sites), School Improvement Program (SIP) funds had been allocated to provide school sites with "Program Managers" who were responsible for coordinating use of all site and district resources for students who required specialized programming. Though, no other site had staff with such specialized personnel, all sites had evolved a system by which some auxillary staff member (i.e., not a regular classroom teacher) assumed similar responsibility for coordination of site resources.

Despite specific staffing patterns at different sites, there were important commonalities, both among CONFIRMED sites, as well as NOT CONFIRMED and NO REPONSES sites. For example, teams at all sites typically had about 6 members; teams ranged in size from 3 to 10 members, some of whom served on an "as needed" basis. At all sites principals not only served on PSTs but when interviewed, these principals described their role as active and necessary. Staff who were interviewed at these sites described the principals' role as "equal" to that of other team members, but also emphasized principals' facilitating and enabling roles.

Furathermore, although principals and staff agreed that the principals' role was critical in maintaining PSTs, all principals claimed that their teams could continue to function successfully without them and that successful functioning at their sites was attributable to a workable system rather than to principals' personality and style. By contrast, the NO TEAM site interviews revealed that the principal was not perceived as active, interested, not supportive of attempts to get a team started.

Also common across all sites, confirmed, responding, or not, was that Resource Specialists were important members of PSTs. Not only did these personnel often function as a link between regular and special education concerns, they often carried more responsibility for coordinating, monitoring, and actualizing team activities than any other member. At one site, the Resource Specialist not only fulfilled normal special education functions, led meetings, and coordinated PST activities, but had also been responsible for obtaining extramural funds for beginning a PST at that site. In essence, Resource Specialists at most sites were the conduit through which classroom instructional problems flowed. They were most likely to have

(a) had first contact with teachers experiencing difficulties

(b) attempted informal solutions to teachers' problems

(c) diverted special education referrals to PSTS

(d) led, or at least coordinated, team responses to teachers' requests

(e) monitored implementation of team recommendations, or conducted informal follow-up activities with teachers

(f) coordinated special education referrals, when and if they occurred.

In some cases, principals or school psychologists assumed one or more

of these functions. When this occurred, teams appeared to be reflecting differences in individual resource specialists' abilities, rather than the natural range and flexibility of the job description. Therefore, interview data were inferred to mean that, when individuals possessed adequate skills and personal rapport, resource specialists were preferred as team coordinators because of their normal roles at the interface between special and regular education. A major exception to this "rule" was found in the district described above where special SIP funding supported "program managers."

Operating Format. In general, the format of team meetings did not vary significantly from site to site. Of course, there were idiosyncratic differences regarding specific events immediately preceding teachers' requests for assistance. For example, as shown in the teacher surveys, some teachers were more likely to take academic or behavior problems to parents, principals, or special education personnel than teachers at other sites. However, meeting structure and decision-making procedures were essentially the same at all sites.

Typically, teachers are the ones who make requests for team consideration of some classroom problems. However, at most CONFIRMED sites, team members could, and often did, proactively identify potential student problems before teachers requested help. These requests involved written statements containing relevant information, especially information concerning students' academic performance and classroom behavior. At a few sites teachers simply signed scheduling calendars, and provided information at the time of formal meetings.

At least superficially, content and structure of meetings differed across districts owing to differences in the declared (district) "model" which guided each team's activities. So as not to identify informants or

their districts directly, we have taken the liberty to describe these four models in paraphrase as follows:

1. Signal-Action-Consequence Focus (1 site)
2. Phase System (5 sites)
3. Action Plan Orientation (3 sites)
4. School Resource Approach (2 sites)

The "Signal" model is unique in attempting to format teachers' problems in terms of what antecedent (i.e., "signal") and consequence events typically occur before and after a student behavior of interest (i.e., the "action"). Thus, a relatively simple and easily communicated algorithm is employed to describe, define, discuss, and offer solutions to teachers' problems. Though this algorithm may seem forced for some types of instructional management problems, its simplicity provides team meetings with an immediate, time-saving target for deliberation, one whose terms tend to integrate different aspects of the PST process in clear, logical sequence. In other models, a less formal, but formative process encourages focus on problems. Definition of a "core" problem or teacher concern occurs iteratively. Though these less formal procedures usually require more time, they are probably more flexible and permit more individualization of team process to meet teachers' unique circumstances or needs.

In sites where the "Phase System" is employed, PST processes are viewed as a "phase" in an overall process of identifying students who require extraordinary, additional services. As a symbol of the process nature of team activity, a large planning template is sometimes used to organize and coordinate descriptions, suggestions for interventions, and accountability. Also, the district has compiled an "intervention manual" which lists common and acceptable interventions to be attempted in

different situations.

However, interviews revealed that the physical template and manual were rarely employed. Rather, the steps in problem solving which they represented were internalized and individualized within each site's conception of team operations. The general impression obtained from these sites was that PST activities meld gradually into the final "phase" which involves formal special education referral and assessment. By explicitly relating PST activities to long range dispositional alternatives, including special education, this model emphasizes process over specific procedures. Sites that used this model varied among themselves in their fidelity to specific procedures (e.g., use of the planning template) for problem definition or problem-solving; however, each site gave evidence of having accomplished the stated purpose of a PST "phase" by ameliorating some classroom problems while reducing referrals to special education.

Schools that used the "Action Plan" approach focused team meetings on generation of a consensual plan, however tentative, for addressing problems. To accomplish this end, a "group memory" procedure for brainstorming, prioritizing, and selecting intervention altenatives played a pivotal role. In this case, a large piece of butcher paper and felt pens are used both to cue participants to the nature of the activity as well as to record and organize discussion. As with the "signal" and "planning template" techniques, a formalized brianstorming process tends to focus meetings and, therefore, economize on time required to process cases.

Most unique at these sites was evidence of district support for including parents as team members. Though several other sites invited parents to participate, parents tended to be viewed as inhibiting open exchange of information and as unlikely to contribute significantly to problem-solving. Schools used the "Action Plan" model, though, were

explicitly trained to solicit and use parental participation. Principals at these sites were unanimous in supporting such participation, reported no particular difficulties, and expressed surprise that more schools didn't take advantage of a free and relatively available additional resource.

School sites which came closest to standardizing and formalizing PST functions were those supported by SIP funding. In these cases, specific personnel were assigned and paid to coordinate site resources for a range of problems. Such coordination included oversight of a series of specific, responsive steps to be taken when teachers identified problems with students. Co-planning with and resource support of teachers constitute initial steps to be taken, while "team" meetings, led by a program manager and typically attended by the principal and psychologist, take on responsibility for comprehensive planning and service provision school-wide. In essence, special funding at these sites have created a higher-order resource specialist, but one who manages an array of site resources in addition to those associated with special education. Owing to the authority and oversight of such a person, team processes, as they usually occur at other sites, are redundant and largely unnecessary. Sites with program managers have teams which lean more in the direction of site administration than peer problem-solving. The potency of these sites in responding to problem situations was obvious, but so was the increased cost. In addition to full-time program managers, these sites also required a number of teacher assistants to provide teachers with necessary planning and meeting time. Whereas most sites sandwiched half hour meetings into time available before school, these sites were able to conduct 3 and 4 hour meetings weekly. Though discussions and planning at these sites are doubtlessly more comprehensive, approximately the same number of student-cases were reviewed as were reviewed at sites which did not use SIP

funds to support PST processes. Whether the additional cost is returned in the form of more powerful and lasting effects on students and teachers cannot be determined at the present time, but surely should form the basis for additional research.

In summary, it is impossible, and perhaps unnecessary, to conclude that one model is superior to another. All of these models are comprehensive and detailed. They carefully describe for teachers the role of the PST in bridging the obligations to identify and serve handicapped children with the need to be tolerant of and responsive to individual differences in regular classrooms. Each model encompasses a set of specific procedures and techniques by which various generic aspects of group decision-making are addressed, including

(a) teacher requests for assistance are encouraged,

(b) problems are collectively discussed and described,

(c) information is obtained,

(d) suggestions are formulated and prioritized,

(e) interventions are attempted, and

(f) success, or at least teacher satisfaction, is gauged.

Moreover, in terms of principal and teacher satisfaction, all models appear to work equally well. Thus, despite differences in declared rationale for various operating procedure, the conduct and structure of PST meetings at successful schools are very similar. The only difference in NOT CONFIRMED sites was in teacher perception of team effectiveness, not in the principals' report of what procedures were being used. Therefore, we can conclude tentatively that NOT CONFIRMED sites did not fail to be successful because they lacked either training or a sufficient model of PST operation, but rather because factors internal to each school's staff composition and

management style resulted in team activities which failed to be recognized by a sizeable number of teachers as meeting their needs.

Economy and Efficiency. Meeting at all sites, CONFIRMED, NOT CONFIRMED, and NO RESPONSE, were almost always held on a regular, weekly basis. Most meetings lasted less than 45 minutes and were held before regular teaching hours in the morning. The district where SIP funds supported PSTs, several hours were devoted to management of site resources at each meeting. Teams were typically able to cover about 2 cases (i.e., per half hour meeting). Fifteen minutes per case seemed to be a relative minimum even for these highly organized and experienced teams. Moreover, this minimal time requirement appeared to be independent of each teams declared model of operation. Therefore, about 35 students might be a reasonable maximum number of cases per year for teams organized and operated similarly to those in the interview sample. This "maximum" is derived as follows:

Minutes needed per case:	15
Typical meeting length:	30
Number of case discussions per meeting:	2
Number of discussion needed per student:	2*
Number of meetings per year:	30**
Estimated number of student cases per year:	30

Alghough, these figures must be interpreted cautiously as only rough estimates, they may be taken as indicative of what might be expected from similarly composed teams, it is easy to see that there are real time constraints on team effectiveness. With a school enrollment of about 400 (i.e., typical for elementary schools in this sample), this time constraint could mean that about 7.5% of students could be considered by a PST in a given year. This is approximately the percentage of students who are repeatedly identified by every teacher as behvior problems (Rubin & Balow, 1978). Assuming that a third of these students will eventually be referred

for special education (e.g., see results of Phase I, State Survey and Chalfant et al., 1979), about 20 student-related problems can be successfully ameliorated in a given year by PSTs in schools of about 400 students.

Though decision-making efficiency during meetings may be thus constrianed, most school sites reported that, over time

(a) staff members were increasingly capable of responding appropriately to many problems which would have previously prompted requests for assistance or special education referral,

(b) informal resolution of difficulties by teachers working in concert with auxillary staff and site principals becomes more common, and

(c) more proactive effort is exerted by teachers and teams to preclude some types of problems from occuring

Of course, individual teams in larger schools can, under above stated assumptions, only respond to a small percentage of potential caseload. For example, approximately the same case efficiency was claimed in both junior high schools in the present sample as in elementary schools. Importantly, however, junior high school interviews revealed additional mechanisms within the school management structure to cope with problems described as primarily "disciplinary" or "remedial." At these sites (e.g., our NO RESPONSE site), PSTs oriented towards underachievers perceived as having transient adjustment problems. It would be interesting to determine if as school size and management structure increases, "appropriate" caseloads for PSTs are increasingly defined by exclusion of some types of classroom-related problems. Although the present data are suggestive, and the hypothesis seems logical, no conclusions can be drawn from the present

study. Nevertheless, if PSTs are relatively limited due to their typical composition and mode there are clear implications for policies which aim to increase team productivity, range of responsibilities, or purpose. The most obvious of these implications is that changes in site staffing, available time, and school site resource allocation may be required before even "successful" teams might be expected to consider larger caseloads or provide more extensive in-class support and training to teachers.

Evaluation of Effectiveness. The mosty striking and consistent finding across all interviews, regardless of district, PST model, or category of response, was the singular lack of data or documentation to demonstrate that PST activity resulted in desirable, meaningful effects for students. For the most part, in fact, virtuatlly no district or site had recently evaluated their team process in light of measurable changes in either taechers or students, nor were there plans for such evaluations at sites we visited. Despite a lack of empirical evidence that teams wee actually (a) improving, at least in the short run, instructional effectiveness, or (b) improving students' behavior or academic performance. The evidence offered most often to support effectivenes was (a) decrease in referrals for special education, and (b) teacher satisfaction (Note. For a discussion of teacher attitudes, see the previous section reporting results of the Teacher Survey), although the latter result was only supported by informal and infrequent surveys of stff. Moreover, principals often told interviewers that it was the lack of expressed dissatisfaction which led them to conclude that teachers positively regarded PSTs.

This finding was interesting and somewhat distressing in light of the time, resources, and expectations which have been associated with PSTs over the past several years. Judging from State Survey responses and informal contacts made by school officials to project staff over the past year,

local schools' interest in PSTs will likely increase. Why would a process so poorly supported by data generate such widespread support and enthusiasm?

Decreases in referrals to special education can only be lauded if there is a reasonable basis for concluding that learning problems are ameliorated by team activity and that difficulties for the student do not persist when school site personnel have exerted their best, collective efforts. At this time, teams can only report global impressions, which though accurate may be insufficient if PSTs are viewed as increasingly important instruments of local and state policy.

Regarding the issue of teacher satisfaction, it should be noted that relatively small elementary schools, such as in the present sample, may maintain reliable networks of communication internally which make cumbersome documentation processes seem unnecessary to staff members. A principal with a staff of 14 teachers and, perhaps, 3 support personnel (including special education staff), may have a surer sense of school climate and teacher opinion than simple data collection methods might produce. Most principals admitted to one or more teachers who held negative attitudes about the PST from whom principals expressed little hope of gaining positive attitude.

Nevertheless, there is a more subtle point to be made about the casualness with which site administrators and team members assess (or fail to assess) teacher satisfaction. This point involves the degree to which teams take their lead from teachers' definition of problems of from team reconstruction of teachers' descriptions of problems. If teams do no attempt to address problems as <u>teachers</u> perceive them, the possibilities for teacher dissatisfaction are great. To the extent that teachers despair that teams will address <u>their</u> problems, follow-up meetings in which

teachers report progress may simply mark teachers' attempt to detach themselves from what they perceive to be a non-helpful process. Unless teams formally submit themselves to faculty review, or at the least submit their recommendations in a given case to teacher criticism, it is unlikely that reliable evaluations of team effectiveness can be expected.

This rather pessimistic view is indicated, not necessarily proven, by the following observations. First, most teams are composed of auxillary and support personnel. Few teams had permanent classroom teacher members. No team was composed of a majority of classroom teachers. Support personnel tend to be viewed by teachers as not fully appreciating daily problems associated with classroom teaching. Whether this belief is valid or not, teams should be sensitive to the possibility that their views are perceived as inaccurate or insufficient to solve problems. Moreover, special education professionals and policies have encouraged teachers to search for and locate handicapped children with the implicit promise that these children will receive services from someone other than, or at least in addition to, the classroom teacher. In many ways, the PST process can be perceived as another example of support and specialized staff guarding the "gates" to special education.

Secondly, support personnel are, by training, habit, and predisposition, more oriented towards classical assessment of students than towards assessment of instructional problems. This inclination was repeatedly validated by interviews with principals who reported that assessment activities <u>did</u> tend to be one of their teams frequent, if only initial, responses to problems. In some cases, of course, teachers came to PSTs expecting and even insisting that formal testing would be accomplished. In our experience, formalized assessment rarely leads to resolution of the sort of highly salient difficulties which often prompt

teacher referral, such as students not completing work, not attending to task, not following directions, or not exhibiting "appropriate" classroom behavior. Therefore, this time and attention to assessment of students, as opposed to assessment of problem situations, has the potential to drive teachers away from the process. Without directly measuring change of desired outcomes, teams have no objective means for persuading teachers that their perceptions of problems are incorrect, or that suggested interventions have had the desired effect.

Finally, although some teams assigned members to be accountable for some portion of an intervention plan, the general and most frequent response to teachers from teams was in the form of recommendations or suggestions. It could be argued that if teachers knew how to solve a problem, or were motivated to solve a problem given a useful recommendation, they would do so. However, it is reasonable to infer that when teachers request assistance from PSTs, they have probably exhausted both their instructional repertoires as well as their patience. Therefore, it would seem that success in solving such problems would necessitate direct action by teams aimed at supporting teachers during a problem-solving phase. Such direct action would be most effective if colleagues were available to team with the teacher to facilitate transition of problem management to that teacher in the form of new skills, techniques, or other resources. However, staff time is precisely the most scarce resource for most (i.e., except for SIP supported projects) teams. If direct and sustained assistance by colleagues is unavailable to teachers as a result of team processes, it is easy to understand that disillusionment might occur. Therefore, it would appear more imperative that teams closely monitor and document their activities as a form of ongoing, staff development needs assessment.

Problems and Future Plans. We were surprised to find during interviews that principals perceived no major problems to resolve or aspects of team functioning to improve. They were uniformly content that the process was doing what it should, and that expecting more was unreasonable in the absence of new resources. Overall, interviewees gave the impression that these school sites had set and achieved limited objectives for their PSTs. While it was true that referrals for special education were reduced by as much as two-thirds from what might have been expected without PSTs, further elaboration or innovation with teams seemed not to be under active consideration. When interviewers asked if better documentation procedures were desirable, or if greater emphasis should be placed on staff development as part of each team's purpose, principals either disagreed that such extensions of team role were desirable or they responded that more resources would be necessary to attempt such changes.

The following are excerpts from interviews indicating perceptions of what teams need to be successful and what these teams need to improve.

Informants at CONFIRMED sites:

1. New ideas for interventions
2. New ideas for implementation
3. Constant remind teachers about PST
4. Principal support
5. Training for a parent component
6. Care not to spread too thin
7. Release time for teachers
8. Program managers
9. Care not to take on too much
10. Whole staff inservice on PST process

11. More proactive effort
12. Principal is the key person in successful PSTs
13. Help in dealing with defensive parents
14. Sufficient meeting time
15. Services for emotionally disturbed children
16. Inservice for staff dealing with emotionally disturbed children
17. Address regular teacher's needs
18. Don't use canned approach to problems
19. Inservice on interpreting test scores
20. Attempt to make intervention fit needs of teacher
21. More information from direct observation
22. Specific recommendations for a specific activity
23. PST must win staff confidence
24. Inservice on validity of test data
25. Avoid overload
26. Adequate health information

Informants at NOT CONFIRMED sites:

27. Respond directly to teachers' concerns
28. Teacher resistance
29. Interventions, not testing
30. PST as school resource
31. More time
32. More opportunity for teacher-to-teacher interaction

NO RESPONSE informants:

33. Select cases for success; allow time to change attitudes
34. Discriminate academic remediation, disciplinary,

and PST problems

35. Not tied to special education

36. Stipends for participating teachers

C. Field Validation of Training Components

The third and final Phase of this study was concerned with development of an approach to training school site staff to use Problem Solving Teams effectively. Specifically, the major purpose of this phase was to:

> ..design, develop, and field test a training package on child study activities that is practical and useful...(and to)...document the product in a set of guidelines to be available to the field (RFP No. 82-4, 1982).

To accomplish this purpose, research staff exhaustively reviewed empirical literature pertinent to use of Problem Solving Teams. Results of the State Survey and Site Interviews were compared with information obtained from this review. The project report from Chalfant (i.e., see Chalfant et al., 1979) concerning "teacher assistance teams" was particularly useful. In addition, training manuals, guidelines, and methods currently being used by districts both within and outside California were examined to discover what commonalities exist in various approaches to training teams. From review of a range of feasible training formats and activities, project staff were then able to identify and select elements of a training package that would be practical as well as efficacious. In general, three considerations guided selection of an appropriate training format:

1. Cost -

   In keeping with observation of typical resource availability at surveyed sites, it seemed reasonable to design a training package that minimized need for additional, externally provided resources.

2. Self-Management -

Our review of site data indicated that successful teams could not be simply "installed" by training; they had to develop over time as a result of training. To facilitate this developmental process, a self-managed, self-monitored approach to training was designed, providing school site staff with a means of initiating and maintaining their own training over a significant period of time.

3. Simplicity -

Because it was seen as desirable that training be both economical and focused on self-management, training also needed to be simple. Materials had to be presented in a readily understood and useable manner for school site staff who could not be expected to have consultative assistance available to them. Consequently, training is organized into a series of units--labeled basic "concepts"--each described in terms of essential "training considerations," "practice activities," and suggestions for immediate and long-term "self-monitoring" of team progress.

Training Guide Contents and Format

Training is focused on establishment of "problem-solving" teams

(PSTs) rather than "child study" teams. The training guide consists of a series of six "concepts" or training units, each containing one or more team "tasks" to be trained. For every targeted task there is a short discussion of the importance of the task for accomplishment of team goals, a recommended activity by which trainees can practice the task in question, and a procedure by which the team can monitor its progress in performing the task satisfactorily. Monitoring activities serve two functions: (1) they provide trainers and trainees with a framework for self-evaluation of the effects of training on each particular concept-task, and (2) they provide trained teams with a method of "trouble-shooting" periodically to determine if there can be improvement in performance of tasks relevant to team functioning. Evaluation is based upon consensus of the trainee-group, thereby modeling the same process by which teams will hopefully take action with regard to teachers' requests for assistance. Moreover, this approach to self-monitoring and self-evalulation encourages trainees to view team functioning itself as an object for exercise of their group, problem-solving skills.

Training concepts and related team tasks are organized as follows:

CONCEPT		TASK	
Concept 1:	Problem Solving	Task 1:	Understanding PSTs
Concept 2:	Self-Training	Task 1:	Getting Organized
Concept 3:	Organization	Task 1:	Team Membership
		Task 2:	Meeting Times
Concept 4:	Format	Task 1:	Requesting Assistance
Concept 5:	Operations	Task 1:	Presenting Problems
		Task 2:	Generating Solutions

Task 3: Planning Interventions
Task 4: Referral to Special Education

Concept 6: Evaluation Task 1: Self-Monitoring

The training guide persumes that all teams will continually evaluate their own progress from initial "awareness" to "skilled use." To encourage such formative improvement, the guide urges teams to make only data-based decisions, and provides a framework for doing so. Despite this novel emphasis on data-based decision-making, this guide fundamentally presents a generic, "live within your means" approach to staff development. As such, it is expected that teams using this guide to train themselves will always vary, at least superficially, due to differences inherent in each site's particular array of resources, human talent, student characteristics and so forth. Intensive study of both exemplary sites and field validation sites clearly demonstrated the need to allow each team to "personalize" itself to some degree to achieve an optimal "fit" of PST goals to school needs.

Thus, though the training guide may seem sparse compared to many other "packaged" innovations, its usefulness and effectiveness derive from its explicit assumption that PST success is rooted in mobilization of the collective intelligence, skills, and professionalism of each school's staff. The training manual merely attempts to respect these abilities and the developmental nature of team functioning by relying upon staff who, when given unequivocal administrative support and sufficient opportunity, will act collectively to structure, administer, and

successively improve upon their own PST training. The results, we believe these data show, are behaviors and decisions which are in the best interest of both handicapped and non-handicapped children.

Method of Field Validation

Ideally, field validation was planned to consist of two, within-site experimental designs in which each site would serve as its own control during a baseline period of data collection. Training would then have been introduced at the first site (i.e., the "treatment" variable), continuing collection of baseline information at Site 2, and data recorded during a suitable period of time to detect what effects, if any, might be attributible to training. In a manner that is analogous to a multiple-baseline design across single subject, our research plan then called for implementation of training at the second site with accompanying data collection to detect training effects. The general design is illustrated as follows:

Multiple-Baseline Across Training Sites

Site 1: /..Baseline.....(Training...Post-"Treatment.....

Site 2: /..Baseline.....(Training).....Post-"Treatment"...

DAY				DAY	DAY				
1	.	.	.	1+N	.	1+N+M	.	.	.	.	END

To facilitate estimation of training effects, schools agreed to begin

ad hoc teams without specific training during a prescribed "baseline" period. Direct observation and rating of team meetings, teacher interview or questionnaire, and documentation of effects of team-recommended interventions were to be sources of data before and after training.

Unfortunately, unforeseen and essentially random competing events prevented Field Validation Sites from beginning experimental activities on schedule. Consequently, strict adherence to the above experimental design could not be maintained, nor was data collection completed when the project formally ended on December 31, 1983. However, the essential time-series character of the study was intact, and more than sufficient data was available at that time to logically conclude that training produced at both sites a number of positive outcomes which can be reasonably and empirically related to characteristics of successful PST.

Site Selection

Two sites were selected from among several that had expressed a desire for training materials to project staff. Nothing distinguished these sites from typical elementary school sites other than the fact that both volunteered to participate in the field validation study (e.g., see description of specific characteristics below). Because previous literature and our own data had indicated that administrative support was an essential prerequisite for successful team implementation, the willingness of these sites to participate does not seem to unfairly bias validation of trianing procedures. Though both sites were elementary schools, both differed greatly with respect to size of enrollment, size of district, staff experience and skills, administrative leadership style, and student body characteristics. However, both sites were concerned that few appropriate referrals were being made by teachers. Both sites had well developed procedures for multidisciplinary assessment and IEP

administration. However, neither site had explicit referral guidelines. Finally, both sites had new principals, both of whom agreed on the desirability of training a site PST. However, at one site the principal wished to be involved in all aspects of training and team operation; at the second site, the principal, while clearly supporting team development, did not wish to participate personally and delegated most responsibilities to the school psychologist.

Because of these differences, the two field validation sites demonstrated both flexibility and adaptiveness of the experimental training package while displaying essentially equivalent effectiveness. The following discussion summarizes the outcomes at these two sites with reference to the key training concepts mentioned above. (Note. For a complete description of each training site and their response to training, see Appendix F).

Understanding PSTs. The first training task was to foster an understanding that site teams could be a means for solving mainstream instructional problems, not merely a prereferral screening mechanism for special education. Prior to training at Site 1, the psychologist and resource specialist worked closely, though informally, with teachers to solve problems. However, they found it necessary to seek formal PST training for their site because teachers tended to perceive their help only as a necessary step before students could be considered for special education. The district director of special education, who initiated training at Site 2, was similarly perceived when she attempted to help teachers with difficult students. She too felt that a formal training process in problem solving would help Site 2 staff focus attention on instructional improvement rather than special education referral. At both sites, formal training altered staff perceptions of these personnel, as

well as perceptions of special education's scope and boundaries. Attempts to provide assistance as part of a team process helped teachers to view all of their colleagues as potential resources for "problem-solving", independent of specific job descriptions.

Self-Training. The second training task was to help teams become self trainers. The key to self-training is (a) motivation to shape and reshape the team as dictated by local needs and experience, and (b) formal or semi-formal self-monitoring. Teams must perceive themselves as <u>developing</u>, gradually becoming more efficient and more effective. Once site staff acquire basic or "key" concepts, they also learn that "training" is actually their own responsibility, to be carried out over time.

The personnel who sought PST training at the two school sites were similar in their desire for teams to become self-sustaining after a suitable training experience. And while our training guide provided them with a common set of concepts and techniques for self-training, they naturally pursued this goal somewhat differently.

At Site 1, the school psychologist took on responsibility for introducing the site staff to PST concepts and procedures during a regularly scheduled faculty meeting the "team" then held two initial sessions during which key concepts, including the idea of self-monitoring, were explained and discussed. As a result, the team agreed to conduct an oral self-evaluation at the end of each meeting. When data collection for Phase III ended, these self-evaluative discussions had already led to a number of modifications and refinements in procedures and other team activity. The school psychologist commented that motivation and interest were very high. The feeling of ownership, as well as enthusiasm for the process, was pervasive and obvious among team members.

At Site 2, key concepts were introduced to the entire staff during a

one day inservice training activity conducted by two local program specialists using the Training Guide. To maximize staff participation to the greatest extent possible two site teams were established at Site 2. Subsequent team operations were monitored in a number of ways. First, the teams were led in evaluative discussions by the site principal, who in turn held periodic meetings with the director of special education to discuss progress. By spreading participation so broadly across the teaching staff, feelings of ownership were also strong at this site.

Membership. The third training task involved guidelines for establishing team membership. Again, and as anticipated, the sites differed in how they chose to intepret common guidelines. The school psychologist and principal at Site 1 polled the staff to gauge interest and selected 2 teachers to serve with them along with the resource and reading specialists. Teachers who were selected were perceived as being held in high professional regard by colleagues.

At Site 2, the principal and staff decided to have two teams that would alternate weekly. It was felt that having two teams would spread responsibility and participation across more teachers, would make the teams less exclusive and forbidding, and would enhance effectiveness by increasing the amount of personnel time and attention available for attacking any given problem. Each team included the principal, auxillary staff, and three teachers. These teachers were invited by the principal to participate and were not necessarily perceived as influential with their teaching colleagues. Rather, broad participation in what was viewed as a learning experience as well as a service was the primary goal at this site.

Meeting Times. As suggested by training, both sites held meetings once a week. In the case of Site 2, the two teams alternated weeks so that

each team actually met twice a month. Meetings at the field validation sites were held both before and after school for approximately one hour. As was seen in previous phases of this project, because additional district resources are typically not invested in PST processes, meeting times must accommodate a number of schedule constraints to make meetings both accessible as well as reasonably frequent. This was also true for Sites 1 and 2. The fact that Site 2 operated two teams made for somewhat greater flexibility and access; it also relieved some of the burden that frequent meetings, interventions, and follow-ups usually place on team members.

Requesting Assistance. Both teams made themselves accessible to teaching staff and acted proactively to encourage requests for assistance. The psychologist at Site 1 actively sought to generate requests from discussions with teachers about problem situations in their classes. Teachers merely had to sign a meeting schedule sheet. Similarly, the principal and special education staff at Site 2 were able to quickly generate a priority list out of their various contacts with teachers during the preceding months. A more formal request form was used at this site to provide information from teachers that might be potentially relevant.

During the first months of operation during which these new teams were being monitored, it was impossible to know if their proactive stance would continue or whether requests from teachers would be stimulated without such encouragement. However, both sites reported that once teachers understood that teams were not functioning as screens for special education service, they were enthused to have access to a relatively unrestricted resource to help in solving the variety of instructional problems they faced.

Presenting Problems. This training task required that teams learn, listen and respond to teachers' descriptions of problems, and not seek to impose their own interpretations. This was particularly difficult for

special staff, such as resource specialists, speech therapists, or psychologists, who were accustomed to conducting assessments, making diagnoses, and searching for evidence of special education eligibility. Training only provided these personnel with a rationale for adopting a more teacher-oriented posture, but clearly observations indicated that it took much practice to overcome old habits. Classroom teachers, themselves, often instigated assessment personnel to act in traditional ways by leading discussants to consider aspects of special education eligibility. Most of the time consumed in early meetings particularly concerned discussion about family origins of problems, students' past history, and evidence that might be inferred to be indicative of some handicapping condition. These discussions took enormous amounts of scarce time and did not begin to diminish in length until several weeks after teams began their meetings. Fortunately, both sites had teams with at least one member who saw the need to minimize these discussions and shift attention to problem-solving. Most often, this person was the team leader -- the school psychologist at Site 1 and the principal at Site 2.

Generating Solutions. The concept of "brainstorming" potential solution to problems was not difficult for either team. However, the process of generating achievable objectives and practical interventions was not always straightforward. Teams had particular difficulty restricting themselves to pragmatic solutions that required only existing resources and to solutions that were preferred by teachers. After some weeks of feedback from teachers and self-evaluation, it became increasingly obvious to both sites' teams, that these shortcomings should be corrected. At this point, team members developed a "feel" for the brainstorming process and pursued intervention options more effectively. Again, the press to orient towards pragmatic solutions originated from team leaders at both sites.

Planning Interventions. The basic task associated with this concept involves allocating personnel and responsibilities to assure that an intervention does occur after teams decide what to do. The difficulty encountered by both teams, again related to the traditional assessment roles of several team members, was how to provide concrete service and not merely advice. Part of the problem stemmed from lack of experience, but more often it derived from limited availability of personnel time to actively assist classroom teachers. Thus, much of the full weight of carrying out interventions fell on teachers who had requested assistance. This was about equally true at both sites, even though Site 2 had more non-teaching special staff. Although several creative solutions were suggested, limitations in time were obviously creating significant barriers at both locations.

Referral to Special Education. Referrals at both sites were actually increased somewhat over preceding years. However, this was seen as a positive change since far fewer students were being referred at these sites than might have been expected given available achievement data. In fact, team leaders at both sites were clear in their goals: PSTs were to help differentiate appropriate referrals, not merely to block or reduce referrals. Moreover, the percentage of students who were ultimately referred during the time these teams were being monitored was far exceeded by the number of students whose teachers requested and received some type of assistance. Therefore, it could be argued that without a PST process, many of these cases might have been inappropriately referred for special education.

Self-Monitoring. As data collection ended for this Phase, both sites had begun a period of evaluation and modification based upon their initial experiences. In general, satisfaction among teaching staff at both

locations was high. However, apparent uncertainty about what effects team activity had on students caused both teams to reconsider basic concepts presented during training. Because they had conducted frequent self-evaluations of their meetings, team members at both sites felt fully confident that they would be able to refine their practices to provide stronger evidence of benefits for students.

IV. GENERAL CONCLUSION AND RECOMMENDATIONS

The present study provides an empirical basis for considering new policy regarding the use of Problem Solving Teams to improve the "appropriateness" of special education referral. Perhaps most notably, data from all sources in this study--statewide survey, site interviews, teacher questionnaires, and responses of field validation sites to training--were interpreted to support the popular contention that successful PSTs affect a significant reduction in the number of students referred for special education services. There can be no doubt that such a reduction in referrals could amount to hundreds of thousands of dollars in savings for LEAs over the school careers of students who might otherwise have been referred, assessed, and placed for special education services. However, whether referrals ultimately generated by PSTs are more "appropriate" in any legal, pedagogical, or ethical sense remains unclear.

No school, however nominated, whether surveyed or visited, was able to produce sufficient or objective evidence that students whose teachers requested and received assistance from PSTS were more adaptive or academically successful as a direct result of PST-inspired interventions. We do not infer from this observation either that these students are not significantly helped or that those who are ultimately referred are appropriately considered for special education. However, we urge caution in interpreting these findings without further evidence that referral reductions are truly indicative of desirable outcomes for both referred and non-referred students. The policy of these findings should also, therefore, be considered quite tentative.

Nevertheless, referral reduction is consistent with expectations based upon other empirical reports (e.g., see Abelson & Woodman, 1983; Chalfant

et al., 1979; Cooke & Coughlan, 1979). Several factors contributed to referral reduction, particularly the fact that team processes show the tendency for teachers' judgements to be translated immediately into formal referrals for special education. What prevented successful PSTs from being merely obstructive was their ability to (a) organize team activity around the goal of teacher assistance, (b) concentrate effort on achieving consensual plans of action, and (c) implement interventions which ameliorated teacher-identified problems.

These characteristics are markedly different from those of unsuccessful team sites. In fact, unsuccessful teams tended to function similarly to teams associated with special education assessment and IEP development. Ysseldyke (1983), for example, criticized the sort of team decision-making that his research found to be typical of assessment-IEP meetings. It was characteristic of these teams that they

(a) seldom made a meetings' purpose explicit,

(b) never defined members' roles clearly,

(c) generally failed to present data relevant to their decisions,

(d) weren't characterized by equal participation in decision-making, especially by regular classroom teachers, and,

(e) failed to clearly delineate team activities

(Ysseldyke, 1983, p. 228).

Successful teams studied in this project on the contrary were organized explicitly to assist teachers with difficult students, maintained clear, stable, and efficient meeting formats and objectives, attempted to reach consensual decisions, and sought teacher satisfaction. Team efficiency was achieved and sustained by orienting around various, similar operational models. These models were practical and, over some time,

appeared to foster increased proactive effort by both teachers and team members when problems seemed likely. As a result of the efficiency, productivity, and general responsiveness thus achieved, teachers at these sites reported satisfaction with both their particular PST process and its outcomes.

Recommendations

Resource Support. Typically, district resources have been used for training, but not for sustaining Problem Solving Teams. That is, once teams have been organized, they are expected to operate with whatever site level resources are available or which can be generated (e.g., community contributions) without burdening district budgets. Thus, our research found that meetings were generally brief and held either before or after school. Members tended to be appointed by principals, but service by all members was voluntary. Because the major portion of each regular teacher's day is constrained by classroom responsibilities, team membership is dominated by auxillary and other resource personnel. In fact, in some cases, the only regular teachers who serve on PSTs are those who have requested assistance and thereby achieve ad hoc membership status.

Despite these resource constraints, "successful" teams studied in this project were able to accomplish substantial reduction in referral rates, and, perhaps more importantly, to satisfy teaching staff that they would be responsive to instructional and management problems. One limitation which most teams faced, however, was that the absolute size of the caseload which could be effectively addressed was relatively fixed. To do equally well with a larger number of problems would require either more personnel or more time for meetings and intervention activities. However, project staff did not observe that this problem discomforted many principals. Rather, there was a "do what you can" pragmatism underlying PST organization and

operation, and a "live within your means" approach if future development, if at all, was planned. In general, school principals were satisfied that their PSTs had helped to rationalize management of school site resources, programs and talent, especially with regard to potential special education referrals. Therefore, given resource constraints, these principals tended not to have any plans for enhancement or elaboration of the PST concept at their schools.

Nevertheless, given the extreme variance in form and function of PSTs found in the State Survey, the general inability of PSTs to involve classroom teachers more intimately in the process, the limitations imposed on caseload by time and personnel constraints, the often observed discrepancies between principals' satisfaction with and teachers' perceptions of PST effectiveness, and the utter lack of objective evidence to support the assumption that PST-negotiated interventions result in optimal, or even desirable, outcomes for children, it would be imprudent to be complacent or overly optimistic with the findings from this research. Rather, it would be wise to clarify expectations for PSTs and to investigate further how, and with what minimal resources, these expectations might best be realized.

For example, if classroom teacher membership would assure greater efficiency and relevance of proposed interventions, shouldn't a means be created to increase their participation? Note the contrast between Chalfant's (1979) "Teacher Assistance Teams" composed of peer-elected classroom teachers and the Problem Solving Teams composed mostly of appointed, auxillary personnel found to be typical in the present study. Should PSTs be more concerned about coordinating all site resources in response to difficult-to-teach children, or should they be more narrowly concerned with judging appropriateness of special education referrals?

Finally, should PSTs orient more toward solving discrete, teacher-presented problems or towards a more global concern for long-term professional development at their sites? In every case, formulation of a coherent policy both at the state and local levels of administration requires attention to what resources over what period of time are implied.

One important, current policy instrument is embodied by the School Improvement Program (SIP). The rules, regulations, and guidelines governing funding of SIPs allow board flexibility in designing better integration of special and regular education resources. Significantly, the one district administration in this study whose views and operation of PSTs differed markedly from the resource-constrained description given above was one in which SIP was being used to assure comprehensive and coordinated management of all resources, in which specialized management positions were funded, and in which sufficient time was available for planning and evaluation. Though this district may not necessarily have used SIP to best advantage, it certainly constitutes a model which reaches far beyond what most PSTs hope to achieve. Finally, given that the state of the art in identification of learning disabled and other mildly handicapped children has produced relatively unreliable and unequitable practices, and given that relatively small investment in PSTs results in large savings in special education costs, it is reasonable for the State to explore innovative ways in which SIP or similar programs can foster greater tolerance for individual differences among learners by supporting direct, non-categorical responses to teachers and difficult-to-teach students.

Technology. A second area of potential innovation is suggested by the advent of microcomputer technology. This relatively simple, inexpensive, and effective technology for storage, manipulation, and retrieval of massive amounts of information can have a profound influence on school site

practices well beyond its impact as a direct supplement for student instruction. In its role as a school site problem-solving team, a large measure of a PST's time and energy is invested in manipulation of information: details of teachers' expressed concerns, data from formal and informal assessments, minutes from meetings, schemas for schedules, timelines, calendars, and formative or summative records of progress. Before decision-making can become a stable, reliable feature of team activity, training and experience teach them to manage information in an efficient, goal-directed manner. Meeting structure of "successful" teams, for example, illustrates how formal procedures help to control and reduce information so that it is usable. Teams elicit information about the teacher's concerns, ask clarifying questions, prioritize problems, brainstorm solutions, rank the suitability of proposed solutions, select a course of immediate and long term action, develop a plan of activities, distribute responsibilities, and monitor effects. For effective teams, all of these components are functional, serve to differentiate relevant from extraneous information, and expedite decision-making. In our training guidelines, we have referred to "data-based decision-making" as the essential pivot around which all team activities should turn. The reason we feel this training guideline is effective is because it leaves all particulars of organization and meeting structure relatively free to be molded around each team's personality, temperament, and abilities, but maintains a strong thread of goal-directedness and coherence by insisting that all activity either lead to or follow from public, objective measurement of intervention effects.

Collecting, organizing, summarizing, and pondering these various sources of data can be cumbersome and obstructive for a school site staff which has neither aptitude nor motivation to attempt it. Potentially,

microcomputers can provide such sites, and even experienced sites, with a set of tools with which relevant data can be easily and usefully saved, analyzed, and presented for human judgment. For this reason, the State should consider supporting design and use of program and problem management software and systems which could be used across a range of school types, regardless of their stage of PST development.

Mentor Teachers and PSTs. Leadership of PSTs varied across sites. This variability reflected at least two factors: (a) ability to work effectively with classroom teachers, and (b) assigned role or responsibilities which permit physical movement in, around, or away from the school site when necessary. In practice, resource specialists, psychologists, or principals served as leaders. In all cases, team leaders had to "borrow" time from regular responsibilities to perform team-related functions. Clearly, it would be an advantage to have as a team leader someone who had both the respect and confidence of colleagues, but who also had sufficient time committed to team activities to assure effectiveness.

One interesting approach emerged in the district using SIP support to operate site teams. In particular, this district had created a specific job classification--Program Manager--to coordinate site responses to difficult students. This position involved some of the same skills and duties expected of resource specialists, but called for a range of involvement beyond special education and included substantial authority over site resources.

Though the Mentor Teacher Program was conceived for reasons which did not explicitly reflect the needs of Problem Solving Teams or the role of Program Manager in one of our survey districts, it provides the State Department with another potentially powerful policy tool for enhancing the effects of PSTs. A first step in making use of the Mentor Teacher Program

is to entertain some innovative thinking about how PSTs might help identify and train potential "mentor" teachers, and how such trainees might enhance the potential of PSTs.

In one respect, the Mentor Teacher Program aims at encouraging professional "ladders" to both reward and encourage highly skilled teachers. However, districts will tend to approach the chore of selecting excellent teachers in different ways. Moreover, faced with potential political complications, some districts may simply choose not to participate in the program at all. A possible resolution of this difficulty for some districts might be to require PST service of a potential applicant before they could be considered (i.e., nominated) for Mentor Teacher status.

Such a plan would add a somewhat standardized and objective test of professional abilities and skills to the variable backgrounds of those aspiring to Mentor status. Moreover, PST is an ideal training for teachers whose major identifying characteristic will be the ability to exemplify, model, and transmit knowledge and skills which are effective across a great range of learner differences. It not only gives teachers a pragmatic and realistic exposure to problem-solving, consultation, inservice training, and intervention design, it also provides school site faculty with an opportunity to directly and meaningfully evaluate the abilities of a would-be Mentor against the purpose and objectives of the PST process. Such peer-review is absolutely central to professional advancement in higher education, the apparent model for some of thinking behind the Mentor Teacher Program.

In return for providing training and other preparatory services, the PST benefits from a system such as that proposed above. For example, if Mentor Teacher funding could support such traineeships, PSTs would in

effect gain a "program manager" who could devote the equivalent of 40% of his/her time to team objectives. Though this is less time than in the SIP example presented earlier, it is vastly greater time than most members of PSTs can currently afford to devote. Moreover, under this scheme, the PST leader could as well be a regular classroom teacher as auxillary or resource staff. Full-time program manager status may, in fact, be a suitable, higher rung in some professional ladder design. Such a ladder, for example, might look like this:

Step 6: Instructional Program Manager

Step 5: Mentor Teacher

Step 4: PST Leader (i.e., Mentor Teacher Trainee)

Step 3: Advanced Teacher (i.e., by advanced degree or credential

Step 2: Regular Teacher

Step 1: Probationary Teacher

Problem-Solving. The final recommendations stemming from this study involve the orientation which future policy encourages school sites to adopt regarding decision-making teams. These may be stated succinctly and briefly:

1. Discourage the label for teams and their activity as "child study." These terms misdirect attention and effort away from the study of school site instructional problem situations and towards a less valuable and productive study of within child characteristics. "Problem-solving teams" not only sets the proper connotation, but also it asserts the general educational service function of these teams and reduces the perception that they serve only as eligibility screening panels for special education.

2. Do not mandate any particular model which insists

that teams fully adopt specific formats, membership, vocabularies, and preconceived limitations on organization or functioning. While we certainly feel that certain generic principles should be uniformly encouraged (e.g., the field validated training guidelines), we also feel that schools should be permitted to experiment with and mold team goals and objectives to encourage quality and effectiveness rather than mere compliance.

3. Teams must be allowed to develop over time; they cannot be "installed," even with quite exhaustive training. However, this does not imply that a "laissez-faire" policy is indicated. Much to the contrary, policy should explicitly state accountibility criteria and recommend standards of effectiveness as targets toward which developing teams can aim themselves and gauge their progress. Policy should also provide for reasonable resource support of these developmental efforts, understanding that schools might require different resources at different stages of development. Though much of this policy must be formulated locally, the State should assert a leadership role by linking major concerns for special education, school improvement, and professional development into a coherent, useful, and comprehensive set of guidelines.

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APPENDICES

APPENDIx A

CHILD STUDY TEAMS

RESEARCH QUESTIONNAIRE

CHILD STUDY TEAMS
Research Questionnaire

Dear

We would appreciate your assistance in a study of Child Study Teams in California. Your responses to the enclosed questionaire can be extremely valuable in helping us disseminate information about both problems and successes in SELPAs, districts, or school sites that use some form of Child Study Team.

We hope you will find the research interesting and valuable enough to spend a few minutes completing this questionnaire. Please return the completed questionnaire to:

Michael M. Gerber, Ph.D.
Special Education Program
Graduate School of Education
University of California
Santa Barbara, CA 93106

Thank you for your time.

Sincerely,

Michael M. Gerber, Ph.D.
Special Education Program

MMG/jh
Enclosure

- -

Return Completed Questionnaire
by March 31, 1983 to:
Michael M. Gerber, Ph.D.
Special Education Program
Graduate School of Education
University of California
Santa Barbara, CA 93106

. Name of Local Eduction Agency (LEA)_____
(school/district/county)

. Do you have Child Study Teams in your LEA as named above?

___Yes ___No (If "no", there is no need to complete the questionnaire)

. About how long have Child Study Teams operated in your LEA?

___ less than 1 year
___ 1 to 2 years
___ 2 to 3 years
___ 3 to 4 years
___ 4 to 5 years
___ more than 5 years

. Which of the following have been important in your evaluation of your team.

___ Teachers' comments.

___ Teachers' written statements.

___ Principals' observations and reports.

___ Direct observation of Child Study Team's meetings.

___ Direct observation of teachers implementing Child Study Team's recommendations.

___ Measures or other data indicating changes in children's behavior or academic performance.

ther:_____

. Which of the following factors have been important to the <u>administrative</u> success of your team(s):

___ Verbal support from district administration.

___ Resource support from district administration.

___ Verbal support from principal.

___ Resource support from principal.

___ Strong leadership from one or more teachers.

___ Strong school site faculty support.

___ Adequate training of teams.

___ Careful documentation of needs and results.

___ Adequate opportunity to practice team functions.

ther:_____

. Which of the following have been indicators of your team's <u>educational</u> success.

___ Decline in inappropriate referrals for special education.

___ Effect on children's learning.

___ Decline in behavior management problems.

___ Increase in staff morale.

___ Increase in teacher's classroom mangement skills.

___ Increase in teachers' ability to teach low achieving children.

)ther:_____

If you are a School Site Principal and you feel your team is successful, skip this question)

. Which of the following have been important indicators that Child Study Teams have been <u>unsuncessful.</u>

___ Lack of strong central administration support.

___ Lack of clear support from principal.

___ Resistance or negative reaction from teachers.

___ Resistance or negative reaction from special education personnel.

___ Lack of adequate training.

___ Lack of adequate practice.

___ Lack of adequate time for Team(s) to meet or act on requests.

___ Insufficient special education referral or placement rates.

___ Insufficient evidence of teacher satisfacition.

___ Insufficient evidence of positive effects on children.

___ Ambiguous documentation of procedures.

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)ther: _____

. One reason that Child Study Teams are adopted is because it is believed they will lead to more appropriate referrals to special education.

If this has been true for your LEA, please explain how you know.

_____

_____

. Another argument for Child Study Teams is that they cause school site resources to be used more efficiently or effectively.

If this has been the case in your LEA, please explain how you know.

_____

_____

0. Indicate who generally make referrals to the Child Study Team?

___ principal
___ regular teacher
___ auxillary staff members
___ parents
___ district staff not on site
___ child (self-referral

___ Other (Please Specify) _____

1. Indicate who usually attends Child Study Team meetings?

___ regular grade teacher (by assignment)
___ regular grade teachers (by choice)
___ resource specialist
___ other special education staff (Title: _____)
___ reading specialist
___ parent(s)
___ counselor
___ principal
___ psychologist (or other diagnostician)
___ nurse
___ district administrator or supervisor

___ other (Please Specify: _____)

2. Indicate how often the Team meet:

___ daily
___ weekly
___ twice a month
___ monthly
___ quarterly
___ other (specify)

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SURVEY QUESTIONNAIRE FINDINGS

1. Survey respondents

58 Counties in California
- 51 Counties Responded (interview and/or questionnaire)
- 42 Counties Responded to telephone interview
- 44 Counties Responded or Represented by questionnaire (county/district/school)

* These totals do not include Santa Barbara County which was surveyed separately.

Do you have Child Study Teams in your LEA?

	County	District	School	Tota
Yes (# of California counties)	16	28	12	56
No (# " ")	10	2	1	13

3. About how long have Child Study Teams operated in your LEA?

	County	District	School
less than 1 yr.	4	3	0
1 to 2 years	1	3	5
2 to 3 years	4	7	0
3 to 4 years	4	4	2
4 to 5 years	0	5	1
more than 5 yrs.	4	6	4

4. Which of the following have been important in your evaluation of your team? (Check all that apply)

	County	District	School
teachers' comments	13	25	11
teachers' written statements	8	6	4
principals' reports	11	18	8
direct observation	9	19	10
implementing recom.	8	13	10
changes in children	7	12	7
other	6	9	2

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5. Which of the following factors have been important to the administrativ success of your team(s)?

	County	District	School
district verbal sup.	10	25	6
district resource sup.	6	19	7
principal verbal sup.	12	20	8
principal resource sup.	9	17	6
teacher leadership	9	19	9
faculty support	13	14	10
team training	7	17	7
documentation	8	15	9
practice	7	14	6
other	3	7	2

6. Which of the following have been indicators of your team's educational success?

	County	District	School
decline inappro. ref.	12	25	11
effect on learning	9	17	11
decline behav. man.	6	10	8
increase morale	9	12	7
increase man. skills	7	13	6
increase teachers' ab.	5	13	7
other	1	5	3

(The following questions were answered by school site principals who felt that their teams were either unsuccessful -- #7-- or successful -- #8.)

7. Which of the following have been important indicators that Child Study Teams have been unsuccessful?

	County	District	School
lack of admin. sup.	1	3	0
lack of principal sup.	8	10	1
resistance-teachers	9	8	1
resistance-spec. ed.	2	1	1
lack of training	4	8	2
lack of practice	2	3	2
lack of time	9	5	2
insufficient referral	2	1	0
insufficient satis.	5	2	0
insufficient pos. effects	4	1	0
ambiguous documen.	4	0	2
other	1	2	2

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8. One reason tht CSTs are adopted is because it is believed they will lead to more appropriate referrals to special education. If this has been true for your LEA, please explain how you determine it is so.

	County	District	School
* interventions for regular teachers	2	9	4
* more appropriate referrals to special education	6	8	5
* fewer referrals	3	6	5
* quality of documentation	2	5	0
* awareness of available resources	0	4	1
* communication/participation of staff	0	3	0
* teachers' comments	0	2	0
* appropriate placement for behavior problems	1	2	1
* informal observation	0	1	0
* student follow-up	0	1	0
* better discipline	0	0	1

* (Rank order is based on the responses from districts)

9. Another argument for CSTs is that they cause school site resources to be used more efficiently or effectively. If this has been the case in your LEA, please explain how you determine it is so.

	County	District	School
* staff cooperation/communication	3	13	4
* effective use of remedial resources	1	11	2
* child study team documentation	1	5	0
* effective use of regular class-room resources	1	5	1
* survey questionnaire	1	1	0
* CST is a roadblock to spec. ed.	0	1	0
* reduction of unappropriate referrals	1	0	0
* less duplication of assessment	0	0	1

* (Rank order is based on the responses from districts)

10. Indicate who generally makes referrals to the Child Study Team?

	County	District	School
principal	9	14	5
regular teacher	14	27	10
other staff members	5	14	4
parents	2	10	2
district staff	0	5	0
child	1	4	1
other	2	5	3

11. Indicate who usually attends Child Study Team meetings?

	County	District	School
regular teacher (assign)	9	15	10
regular teacher (choice)	8	19	5
resource specialist	13	27	11
other spec. ed. staff	9	17	7
reading specialist	6	8	7
parent(s)	4	15	3
counselor	3	9	2
principal	11	24	10
psychologist	9	24	11
nurse	4	15	7
district admin.	4	1	2
other	1	9	1

12. Indicate how often the Team meets.

	County	District	School
daily	0	0	0
weekly	9	23	6
twice a month	3	6	2
monthly	3	2	2
quarterly	1	1	0
other	6	4	5

13. Please explain if there are circumstances under which the CST might serve <u>other</u> functions besides assisting teachers of children with educational and/or behavioral problems.

	County	District	School
* student retention	1	6	1
* changes in school procedures	1	4	0
* identification of gifted students	1	3	0
* teacher consultation	0	2	0
* assisting parents	2	2	3
* attendance problems	0	1	0
* referral to community resources	0	1	0
* follow-up	1	0	0
* inservice training	2	0	0

* (Rank order is based on the responses from districts)

14. How long does each meeting usually last?

	County	District	School
less than 15 minutes	0	1	0
15-30 minutes	8	9	2
30 minutes - 1 hour	8	18	8
more than 1 hour	0	5	3

15. Check which of the following types of written reports, records, and other materials are used by your Team(s).

	County	District	School
teachers' assessments	15	27	11
team's assessment	13	16	9
effects of intervention	8	22	9
summaries-meetings	12	18	6
follow-up information	8	18	5
other	5	6	7
no formal records	0	0	0

16. When does the Team usually meet?

	County	District	School
before school	5	18	6
a.m.	0	5	1
p.m.	3	6	3
after school	11	16	7
other	3	1	0

17. How many unduplicated referrals/requests to Child Study Teams this school year (1982-83).

	County
Butte County	15
Colusa County	120
Kern County	120
Glenn County	50
Lassen County	100
Mendocino County	25
Monterey County	3
Sierra County	10
Sutter County	50

	District
Alameda Unified (Alameda)	?
Oakland Unified (Alameda)	1500
Pleasanton-Amador Joint (Alameda)	?
Alpine Unified (Alpine)	12
Clovis Unified (Fresno)	392
Mendocino Unified (Mendocino)	110
Carmel Unified (Monterey)	53
Napa Valley Unified (Napa)	93
Alvord Unified (Riverside)	40
Menifer Union (Riverside)	5
Shasta Union High School Dist. (Shasta)	100+
Plumas Unified (Sierra)	60
Sonoma Valley Unified (Sonoma)	104
Yuba City Unified (Sutter)	390
Visalia Unified (Tulare)	396
(1981-82 111-resource 19-special day class)	
Mesa Union (Ventura)	20
Davis Joint Unified (Yolo)	180
Marysville Joint Unified (Yuba)	20 (per school)

	Schools
Arbuckle Elementary (Colusa)	50
Freshwater Elementary (Humboldt)	5
Richmond School (Lassen)	3
Potter Valley Elementary (Mendocino)	12
Alturas Elementary (Modoc)	28
Spring Grove School (San Benito)	14
Roseland School (Sonoma)	20
Jackson Heights (Tehama)	81
Enterprise Elementary (?)	10

* Unduplicated referrals to CST (82-83)

18. How many of these cases ultimately were referred for to special education?

County	
Alpine County	95
Butte County	10
Colusa County	23
Kern County	70
Lassen County	1/4-1/3
Mendocino County	50%
Monterey County	ALL
Sierra County	3
Sutter County	25

District	
Alameda Unified (Alameda)	10%
Oakland Unified (Alameda)	2/3-3/4
Pleasanton-Amador Joint (Alameda)	25%
Alpine Unified (Alpine)	10
Clovis Unified (Fresno)	200
Mendocino Unified (Mendocino)	10-15
Carmel Unified (Monterey)	12
Napa Valley Unified (Napa)	79
Alvord Unified (Riverside)	50%
Menifer Union (Riverside)	1
Shasta Union High School Dist. (Shasta)	25
Plumas Unified (Sierra)	16
Sonoma Valley Unified (Sonoma)	35
Yuba City Unified (Sutter)	194
Visalia Unified (Tulare)	130
(1981-82 111-resource 19-special day class)	
Mesa Union (Ventura)	11
Davis Joint Unified (Yolo)	180
Marysville Joint Unified (Yuba)	25% (per school)

Schools	
Arbuckle Elementary (Colusa)	5
Freshwater Elementary (Humboldt)	3
Richmond School (Lassen)	0
Potter Valley Elementary (Mendocino)	8
Alturas Elementary (Modoc)	15
Spring Grove School (San Benito)	6
Roseland School (Sonoma)	5
Jackson Heights (Tehama)	16
Enterprise Elementary (?)	7

* These cases referred for special education

19. What percentage of problems brought to a team are predominantly behavior as opposed to academic achievement problems?

	County	District	School
less than 25%	4	13	4
25-50%	8	7	3
50-75%	1	3	1
75-100%	0	0	1

20. What recommendations would you make to other schools interested in beginning Child Study Teams?

	County	District	School
* inservice training (staff)	7	17	4
* principal's support	7	12	1
* staff coordination/cooperation	4	12	4
* follow a specific time schedule	0	8	3
* evaluation follow-up	3	6	1
* identify purpose	1	4	0
* documentation	4	4	2
* establish guidelines	3	3	4
* support service for teachers	1	3	0
* mandatory	0	2	1
* parent training/participation	0	2	1
* flexible	1	1	2
* visit site established teams	0	1	1
* interventions for teachers	1	1	1
* needs assessment	1	0	0

* (Rank order is based on the responses from districts)

Pupil Study Teams Needs Assessment
Teacher Questionnaire

The following statements are intended to assist your school in assessing its current methods of helping teachers solve instructional and behavior management problems. All responses are anonymous. Your cooperation is greatly appreciated. (If you have never requested assistance from a school site team or if your school has no team, stop after Statement 11.)

	Strongly Disagree				Strongly Agree
1. When I feel that I am having unusual difficulty with a student's academic progress, I typically contact his/her parent(s)	1	2	3	4	5
2. When I feel that I am having unusual difficulty with a student's behavior, I typically contact his/her parent(s)	1	2	3	4	5
3. When I feel that I am having unusual difficulty with a student's academic progress, I typically contact the principal	1	2	3	4	5
4. When I feel that I am having unusual difficulty with a student's behavior, I typically contact the principal	1	2	3	4	5
5. When I feel that I am having unusual difficulty with a student's academic progress, I typically contact special education personnel (e.g., resource teacher, psychologist, etc.)	1	2	3	4	5
6. When I feel that I am having unusual difficulty with a student's behavior, I typically contact special education personnel (e.g., resource teacher, psychologist, etc.)	1	2	3	4	5
7. I think I have a good grasp of the characteristics which identify learning handicapped students		2	3	4	5
8. Learning handicapped students typically demonstrate learning, <u>not</u> behavior, problems	1	2	3	4	5
9. I typically discuss student's who appear to be severe learning and/or behavior problems with friends or colleagues on the faculty	1	2	3	4	5
10. Informal advice from teacher-friends or colleagues often helps me solve instruction or management problems	1	2	3	4	5
11. My school has a formal or semi-formal committee or team to which I may bring instruction and/or management problems	1	2	3	4	5
12. I think that our school site team or committee is very effective in helping teachers solve instruction and/or management problems	1	2	3	4	5

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	Strongly Disagree				Strongly Agree
13. The school site team or committee has helped me solve an instruction or management problem on at least one occasion	1	2	3	4	5
14. The school site team or committee has helped me solve an instruction or management problem on two or more occasions	1	2	3	4	5
15. When teachers request assistance from the school site team, they typically meet with the team and describe the problem	1	2	3	4	5
16. The schedule for team meetings is convenient for most teachers in the school	1	2	3	4	5
17. Teachers who request assistance are made to feel part of the team, and not just someone needing help	1	2	3	4	5
18. Teachers are typically encouraged to take an active part in the team's discussions and decisions	1	2	3	4	5
19. Team discussions are usually very pertinent and directly address the concern of the teacher	1	2	3	4	5
20. Team decisions or recommendations are usually practical and directly address the problem	1	2	3	4	5
21. Team decisions or recommendations almost always include some form of concrete assistance, such as additional personnel taking some responsibility for working with the student	1	2	3	4	5
22. Typically, the team makes recommendations and the teacher reports back at a later date how effective the recommendations were	1	2	3	4	5
23. Typically, the team schedules follow-up meeting time for each teacher to report on the progress of a problem	1	2	3	4	5
24. I am generally satisfied that the team has been effective and worth the time it is given	1	2	3	4	5
25. Evaluation of the effectiveness of recommendations usually depends upon objective data or measurement	1	2	3	4	5
26. Team recommendations are usually specific and individualized to the problem, not vague or ambiguous	1	2	3	4	5
27. The team usually asks teachers how satisfactory their help has been after a meeting	1	2	3	4	5

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Pupil Study Team Needs Assessment

Teacher Questionnaire

The following statements are intended to assist your school in assessing its current methods of helping teachers solve instructional and behavior management problems. All responses are anonymous. Your cooperation is greatly appreciated. (If you have never requested assistance from a school site team or if your school has no team, stop after Statement 11.)

Site A
(% responded)
N=19

	Strongly Disagree 1		2		3		4		Strongly Agree 5		No Response	
	#	%	#	%	#	%	#	%	#	%	NR	%
1. When I feel that I am having unusual difficulty with a student's academic progress, I typically contact his/her parent(s)	0	0	0	0	5	26	6	32	8	42	0	0
2. When I feel that I am having unusual difficulty with a student's behavior, I typically contact his/her parent(s)	0	0	0	0	3	16	7	37	9	47	0	0
3. When I feel that I am having unusual difficulty with a student's academic progress, I typically contact the principal	2	11	2	11	8	42	5	26	2	11	0	0
4. When I feel that I am having unusual difficulty with a student's behavior, I typically contact the principal	1	5	2	11	2	11	6	32	8	42	0	0
5. When I feel that I am having unusual difficulty with a student's academic progress, I typically contact special education personnel (e.g., resource teacher, psychologist, etc.)	1	5	3	16	4	21	7	37	4	21	0	0
6. When I feel that I am having unusual difficulty with a student's behavior, I typically contact special education personnel (e.g., resource teacher, psychologist, etc.)	2	11	3	16	10	53	2	11	2	11	0	0
7. I think I have a good grasp of the characteristics which identify learning handicapped students	0	0	1	5	7	37	7	37	4	21	0	0
8. Learning handicapped students typically demonstrate learning, <u>not</u> behavior, problems	7	37	5	26	4	21	3	16	0	0	0	0
9. I typically discuss student's who appear to be severe learning and/or behavior problems with friends or colleagues on the faculty	2	11	4	21	6	32	3	16	4	21	0	0
10. Informal advice from teacher-friends or colleagues often helps me solve instruction or management problems	1	5	3	16	6	32	6	32	3	16	0	0
11. My school has a formal or semi-formal committee or team to which I may bring instruction and/or management problems	3	16	2	11	2	11	3	16	8	42	1	5
12. I think that our school site team or committee is very effective in helping teachers solve instruction and/or management problems	2	11	1	5	5	26	4	21	2	11	5	26

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Site A
(% responded)

	Strongly Disagree 1		2		3		4		Strongly Agree 5		No Response	
	#	%	#	%	#	%	#	%	#	%	NR	%
13. The school site team or committee has helped me solve an instruction or management problem on at least one occasion	2	11	1	5	3	16	1	5	6	32	6	32
14. The school site team or committee has helped me solve an instruction or management problem on two or more occasions	2	11	3	16	2	11	0	0	6	32	6	32
15. When teachers request assistance from the school site team, they typically meet with the team and describe the problem	0	0	2	11	0	0	2	11	10	53	5	26
16. The schedule for team meetings is convenient for most teachers in the school	0	0	1	5	2	11	3	16	8	32	5	26
17. Teachers who request assistance are made to feel part of the team, and not just someone needing help	1	5	1	5	3	16	2	11	7	37	5	26
18. Teachers are typically encouraged to take an active part in the team's discussions and decisions	0	0	1	5	3	16	1	5	9	47	5	26
19. Team discussions are usually very pertinent and directly address the concern of the teacher	0	0	2	11	5	26	0	0	7	37	5	26
20. Team decisions or recommendations are usually practical and directly address the problem	1	5	0	0	4	21	4	21	5	26	5	26
21. Team decisions or recommendations almost always include some form of concrete assistance, such as additional personnel taking some responsibility for working with the student	3	16	0	0	3	16	5	26	3	16	5	26
22. Typically, the team makes recommendations and the teacher reports back at a later date how effective the recommendations were	2	11	2	11	6	32	3	16	1	5	5	26
23. Typically, the team schedules follow-up meeting time for each teacher to report on the progress of a problem	3	16	3	16	6	32	1	5	1	5	5	26
24. I am generally satisfied that the team has been effective and worth the time it is given	1	5	2	11	4	21	3	16	4	21	5	26
25. Evaluation of the effectiveness of recommendations usually depends upon objective data or measurement	1	5	0	0	4	21	6	32	2	11	6	26
26. Team recommendations are usually specific and individualized to the problem, not vague or ambiguous	0	0	2	11	4	21	4	21	4	21	5	26
27. The team usually asks teachers how satisfactory their help has been after a meeting	4	21	2	11	5	32	1	5	0	0	6	32

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Pupil Study Team Needs Assessment

Teacher Questionnaire

The following statements are intended to assist your school in assessing its current methods of helping teachers solve instructional and behavior management problems. All responses are anonymous. Your cooperation is greatly appreciated. (If you have never requested assistance from a school site team or if your school has no team, stop after Statement 11.)

Site B
(% responded)
N=14

	Strongly Disagree 1		2		3		4		Strongly Agree 5		No Response	
	#	%	#	%	#	%	#	%	#	%	NR	%
1. When I feel that I am having unusual difficulty with a student's academic progress, I typically contact his/her parent(s)	0	0	0	0	2	14	2	14	10	71	0	0
2. When I feel that I am having unusual difficulty with a student's behavior, I typically contact his/her parent(s)	0	0	0	0	0	0	3	21	11	79	0	0
3. When I feel that I am having unusual difficulty with a student's academic progress, I typically contact the principal	2	14	2	21	6	43	2	14	1	7	0	0
4. When I feel that I am having unusual difficulty with a student's behavior, I typically contact the principal	1	7	0	0	2	14	4	29	7	50	0	0
5. When I feel that I am having unusual difficulty with a student's academic progress, I typically contact special education personnel (e.g., resource teacher, psychologist, etc.)	0	0	0	0	1	7	5	36	8	57	0	0
6. When I feel that I am having unusual difficulty with a student's behavior, I typically contact special education personnel (e.g., resource teacher, psychologist, etc.)	0	0	3	21	6	43	3	21	2	14	0	0
7. I think I have a good grasp of the characteristics which identify learning handicapped students	1	7	0	0	5	36	7	50	1	27	0	0
8. Learning handicapped students typically demonstrate learning, not behavior, problems	4	29	3	21	5	28	2	14	0	0	0	0
9. I typically discuss student's who appear to be severe learning and/or behavior problems with friends or colleagues on the faculty	4	29	1	7	3	21	2	14	3	21	1	7
10. Informal advice from teacher-friends or colleagues often helps me solve instruction or management problems	0	0	0	0	6	43	4	29	4	29	0	0
11. My school has a formal or semi-formal committee or team to which I may bring instruction and/or management problems	0	0	0	0	0	0	1	7	13	93	0	0
12. I think that our school site team or committee is very effective in helping teachers solve instruction and/or management problems	0	0	0	0	2	14	5	36	6	43	1	7

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Site B
(% responded)

	Strongly Disagree 1		2		3		4		Strongly Agree 5		No Response	
	#	%	#	%	#	%	#	%	#	%	NR	%
13. The school site team or committee has helped me solve an instruction or management problem on at least one occasion	0	0	1	7	1	7	4	29	6	43	2	14
14. The school site team or committee has helped me solve an instruction or management problem on two or more occasions	2	14	0	0	2	14	4	29	4	29	2	14
15. When teachers request assistance from the school site team, they typically meet with the team and describe the problem	0	0	0	0	2	14	2	14	8	57	2	14
16. The schedule for team meetings is convenient for most teachers in the school	0	0	0	0	2	14	4	29	6	43	2	14
17. Teachers who request assistance are made to feel part of the team, and not just someone needing help	0	0	0	0	2	14	3	21	7	50	2	14
18. Teachers are typically encouraged to take an active part in the team's discussions and decisions	0	0	0	0	1	7	0	0	11	79	2	14
19. Team discussions are usually very pertinent and directly address the concern of the teacher	0	0	0	0	1	7	3	21	8	57	2	14
20. Team decisions or recommendations are usually practical and directly address the problem	0	0	0	0	1	7	4	29	7	50	2	14
21. Team decisions or recommendations almost always include some form of concrete assistance, such as additional personnel taking some responsibility for working with the student	0	0	2	14	3	21	2	14	5	36	2	14
22. Typically, the team makes recommendations and the teacher reports back at a later date how effective the recommendations were	0	0	2	14	1	7	3	21	6	43	2	14
23. Typically, the team schedules follow-up meeting time for each teacher to report on the progress of a problem	1	7	2	14	1	7	3	21	5	36	2	14
24. I am generally satisfied that the team has been effective and worth the time it is given	0	0	0	0	2	14	4	29	6	43	2	14
25. Evaluation of the effectiveness of recommendations usually depends upon objective data or measurement	0	0	1	7	6	43	3	21	2	14	2	14
26. Team recommendations are usually specific and individualized to the problem, not vague or ambiguous	0	0	1	7	1	7	4	29	6	43	2	14
27. The team usually asks teachers how satisfactory their help has been after a meeting	2	14	1	7	1	7	4	29	4	29	2	14

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Pupil Study Team Needs Assessment

Teacher Questionnaire

The following statements are intended to assist your school in assessing its current methods of helping teachers solve instructional and behavior management problems. All responses are anonymous. Your cooperation is greatly appreciated. (If you have never requested assistance from a school site team or if your school has no team, stop after Statement 11.)

Site C
(% responded)
N=20

	Strongly Disagree 1		2		3		4		Strongly Agree 5		No Response	
	#	%	#	%	#	%	#	%	#	%	NR	%
1. When I feel that I am having unusual difficulty with a student's academic progress, I typically contact his/her parent(s)	1	5	0	0	2	10	5	25	12	60	0	0
2. When I feel that I am having unusual difficulty with a student's behavior, I typically contact his/her parent(s)	0	0	1	5	1	5	3	15	15	75	0	0
3. When I feel that I am having unusual difficulty with a student's academic progress, I typically contact the principal	6	30	7	35	5	25	1	5	1	5	0	0
4. When I feel that I am having unusual difficulty with a student's behavior, I typically contact the principal	0	0	5	25	6	30	4	20	5	25	0	0
5. When I feel that I am having unusual difficulty with a student's academic progress, I typically contact special education personnel (e.g., resource teacher, psychologist, etc.)	0	0	1	5	4	20	5	25	10	50	0	0
6. When I feel that I am having unusual difficulty with a student's behavior, I typically contact special education personnel (e.g., resource teacher, psychologist, etc.)	1	5	3	15	4	20	6	30	6	30	0	0
7. I think I have a good grasp of the characteristics which identify learning handicapped students	1	5	2	10	4	20	8	40	5	25	0	0
8. Learning handicapped students typically demonstrate learning, <u>not</u> behavior, problems	4	20	6	30	5	25	1	5	2	10	2	10
9. I typically discuss student's who appear to be severe learning and/or behavior problems with friends or colleagues on the faculty	3	15	6	30	6	30	2	10	2	10	1	5
10. Informal advice from teacher-friends or colleagues often helps me solve instruction or management problems	1	5	4	20	6	30	7	35	1	5	1	5
11. My school has a formal or semi-formal committee or team to which I may bring instruction and/or management problems	1	5	0	0	5	25	4	20	9	45	1	5
12. I think that our school site team or committee is very effective in helping teachers solve instruction and/or management problems	1	5	3	15	9	45	2	10	1	5	4	20

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Site C
(% responded)

	Strongly Disagree 1		2		3		4		Strongly Agree 5		No Response	
	#	%	#	%	#	%	#	%	#	%	NR	%
13. The school site team or committee has helped me solve an instruction or management problem on at least one occasion	1	5	3	15	2	10	2	15	5	25	6	30
14. The school site team or committee has helped me solve an instruction or management problem on two or more occasions	1	5	5	25	1	5	1	15	4	20	6	30
15. When teachers request assistance from the school site team, they typically meet with the team and describe the problem	2	10	0	0	3	15	3	20	5	25	6	30
16. The schedule for team meetings is convenient for most teachers in the school	2	10	0	0	3	15	3	20	5	25	6	30
17. Teachers who request assistance are made to feel part of the team, and not just someone needing help	1	5	0	0	4	20	4	25	4	20	6	30
18. Teachers are typically encouraged to take an active part in the team's discussions and decisions	1	5	0	0	7	35	7	10	4	20	6	30
19. Team discussions are usually very pertinent and directly address the concern of the teacher	1	5	1	5	0	0	0	45	3	15	6	30
20. Team decisions or recommendations are usually practical and directly address the problem	1	5	1	5	4	20	4	30	2	10	6	30
21. Team decisions or recommendations almost always include some form of concrete assistance, such as additional personnel taking some responsibility for working with the student	3	15	2	10	2	10	2	30	1	5	6	30
22. Typically, the team makes recommendations and the teacher reports back at a later date how effective the recommendations were	3	15	6	30	2	10	2	10	0	0	7	35
23. Typically, the team schedules follow-up meeting time for each teacher to report on the progress of a problem	5	25	4	20	0	0	0	10	3	15	6	30
24. I am generally satisfied that the team has been effective and worth the time it is given	3	15	3	15	1	5	1	20	3	15	6	30
25. Evaluation of the effectiveness of recommendations usually depends upon objective data or measurement	2	10	3	15	5	25	5	10	1	5	7	35
26. Team recommendations are usually specific and individualized to the problem, not vague or ambiguous	3	15	2	10	2	10	2	20	2	10	7	35
27. The team usually asks teachers how satisfactory their help has been after a meeting	4	20	5	25	2	10	2	5	1	5	7	35

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Pupil Study Team Needs Assessment

Teacher Questionnaire

The following statements are intended to assist your school in assessing its current methods of helping teachers solve instructional and behavior management problems. All responses are anonymous. Your cooperation is greatly appreciated. (If you have never requested assistance from a school site team or if your school has no team, stop after Statement 11.)

Site D
(% responded)
N=12

	Strongly Disagree 1		2		3		4		Strongly Agree 5		No Response	
	#	%	#	%	#	%	#	%	#	%	NR	%
1. When I feel that I am having unusual difficulty with a student's academic progress, I typically contact his/her parent(s)	0	0	2	16	2	16	5	42	3	25	0	0
2. When I feel that I am having unusual difficulty with a student's behavior, I typically contact his/her parent(s)	0	0	1	8	1	8	6	50	4	33	0	0
3. When I feel that I am having unusual difficulty with a student's academic progress, I typically contact the principal	2	16	8	67	1	8	1	8	0	0	0	0
4. When I feel that I am having unusual difficulty with a student's behavior, I typically contact the principal	0	0	1	8	3	25	7	58	1	8	0	0
5. When I feel that I am having unusual difficulty with a student's academic progress, I typically contact special education personnel (e.g., resource teacher, psychologist, etc.)	2	16	1	8	2	16	3	25	4	33	0	0
6. When I feel that I am having unusual difficulty with a student's behavior, I typically contact special education personnel (e.g., resource teacher, psychologist, etc.)	4	33	2	16	1	8	2	16	3	25	0	0
7. I think I have a good grasp of the characteristics which identify learning handicapped students	0	0	0	0	3	25	6	50	3	25	0	0
8. Learning handicapped students typically demonstrate learning, not behavior, problems	6	50	3	25	1	8	1	8	1	8	0	0
9. I typically discuss student's who appear to be severe learning and/or behavior problems with friends or colleagues on the faculty	2	16	0	0	3	25	5	42	1	8	1	8
10. Informal advice from teacher-friends or colleagues often helps me solve instruction or management problems	2	16	1	8	3	25	4	33	2	16	0	0
11. My school has a formal or semi-formal committee or team to which I may bring instruction and/or management problems	0	0	0	0	0	0	1	8	11	92	0	0
12. I think that our school site team or committee is very effective in helping teachers solve instruction and/or management problems	1	8	0	0	6	50	1	8	4	33	0	0

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Site D
(% responded)

	Strongly Disagree 1		2		3		4		Strongly Agree 5		No Response	
	#	%	#	%	#	%	#	%	#	%	NR	%
13. The school site team or committee has helped me solve an instruction or management problem on at least one occasion	3	25	1	8	0	0	2	16	4	33	2	16
14. The school site team or committee has helped me solve an instruction or management problem on two or more occasions	3	25	1	8	2	16	1	8	3	25	2	16
15. When teachers request assistance from the school site team, they typically meet with the team and describe the problem	0	0	0	0	0	0	1	8	9	75	2	16
16. The schedule for team meetings is convenient for most teachers in the school	1	8	0	0	2	16	2	16	5	42	2	16
17. Teachers who request assistance are made to feel part of the team, and not just someone needing help	0	0	0	0	3	25	3	25	4	33	2	16
18. Teachers are typically encouraged to take an active part in the team's discussions and decisions	0	0	0	0	1	8	3	25	6	50	2	16
19. Team discussions are usually very pertinent and directly address the concern of the teacher	0	0	1	8	3	25	2	16	3	25	3	25
20. Team decisions or recommendations are usually practical and directly address the problem	0	0	1	8	3	25	3	25	2	16	3	25
21. Team decisions or recommendations almost always include some form of concrete assistance, such as additional personnel taking some responsibility for working with the student	0	0	1	8	3	25	2	16	3	25	3	25
22. Typically, the team makes recommendations and the teacher reports back at a later date how effective the recommendations were	0	0	0	0	1	8	1	8	7	58	3	25
23. Typically, the team schedules follow-up meeting time for each teacher to report on the progress of a problem	0	0	0	0	1	8	1	8	7	58	3	25
24. I am generally satisfied that the team has been effective and worth the time it is given	0	0	2	16	2	16	1	8	4	33	3	25
25. Evaluation of the effectiveness of recommendations usually depends upon objective data or measurement	0	0	2	16	4	33	0	0	3	25	3	25
26. Team recommendations are usually specific and individualized to the problem, not vague or ambiguous	0	0	1	8	3	25	1	8	4	33	3	25
27. The team usually asks teachers how satisfactory their help has been after a meeting	0	0	2	16	2	16	2	16	4	33	3	25

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Pupil Study Team Needs Assessment

Teacher Questionnaire

The following statements are intended to assist your school in assessing its current methods of helping teachers solve instructional and behavior management problems. All responses are anonymous. Your cooperation is greatly appreciated. (If you have never requested assistance from a school site team or if your school has no team, stop after Statement 11.)

Site E
(% responded)
N=17

	Strongly Disagree 1		2		3		4		Strongly Agree 5		No Response	
	#	%	#	%	#	%	#	%	#	%	NR	%
1. When I feel that I am having unusual difficulty with a student's academic progress, I typically contact his/her parent(s)	0	0	1	6	0	0	5	29	11	65	0	0
2. When I feel that I am having unusual difficulty with a student's behavior, I typically contact his/her parent(s)	0	0	0	0	0	0	4	24	13	76	0	0
3. When I feel that I am having unusual difficulty with a student's academic progress, I typically contact the principal	1	6	1	6	8	47	3	18	4	24	0	0
4. When I feel that I am having unusual difficulty with a student's behavior, I typically contact the principal	0	0	3	18	3	18	4	24	7	41	0	0
5. When I feel that I am having unusual difficulty with a student's academic progress, I typically contact special education personnel (e.g., resource teacher, psychologist, etc.)	0	0	1	6	4	24	6	35	6	35	0	0
6. When I feel that I am having unusual difficulty with a student's behavior, I typically contact special education personnel (e.g., resource teacher, psychologist, etc.)	0	0	4	24	4	24	5	29	4	24	0	0
7. I think I have a good grasp of the characteristics which identify learning handicapped students	1	6	1	6	2	12	8	47	5	29	0	0
8. Learning handicapped students typically demonstrate learning, not behavior, problems	2	12	3	18	8	47	3	18	1	6	0	0
9. I typically discuss students who appear to be severe learning and/or behavior problems with friends or colleagues on the faculty	2	12	4	24	6	35	3	18	2	12	0	0
10. Informal advice from teacher-friends or colleagues often helps me solve instruction or management problems	1	6	1	6	7	41	3	18	5	29	0	0
11. My school has a formal or semi-formal committee or team to which I may bring instruction and/or management problems	0	0	0	0	0	0	4	24	13	76	0	0
12. I think that our school site team or committee is very effective in helping teachers solve instruction and/or management problems	0	0	3	18	1	6	8	47	5	29	0	0

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Site E
(% responded)

	Strongly Disagree 1		2		3		4		Strongly Agree 5		No Response	
	#	%	#	%	#	%	#	%	#	%	NR	%
13. The school site team or committee has helped me solve an instruction or management problem on at least one occasion	0	0	3	18	1	6	2	12	11	65	0	0
14. The school site team or committee has helped me solve an instruction or management problem on two or more occasions	2	12	4	24	0	0	2	12	9	53	0	0
15. When teachers request assistance from the school site team, they typically meet with the team and describe the problem	0	0	0	0	0	0	6	35	11	65	0	0
16. The schedule for team meetings is convenient for most teachers in the school	0	0	0	0	1	6	4	24	12	71	0	0
17. Teachers who request assistance are made to feel part of the team, and not just someone needing help	0	0	0	0	2	12	1	6	14	82	0	0
18. Teachers are typically encouraged to take an active part in the team's discussions and decisions	0	0	0	0	1	6	1	6	15	88	0	0
19. Team discussions are usually very pertinent and directly address the concern of the teacher	0	0	1	6	2	12	6	35	8	47	0	0
20. Team decisions or recommendations are usually practical and directly address the problem	1	6	0	0	3	18	10	59	3	18	0	0
21. Team decisions or recommendations almost always include some form of concrete assistance, such as additional personnel taking some responsibility for working with the student	1	6	1	6	3	18	8	47	4	24	0	0
22. Typically, the team makes recommendations and the teacher reports back at a later date how effective the recommendations were	0	0	5	29	5	29	4	24	3	18	0	0
23. Typically, the team schedules follow-up meeting time for each teacher to report on the progress of a problem	0	0	4	24	4	24	4	24	5	29	0	0
24. I am generally satisfied that the team has been effective and worth the time it is given	0	0	1	6	4	24	6	35	6	35	0	0
25. Evaluation of the effectiveness of recommendations usually depends upon objective data or measurement	0	0	1	6	4	24	6	35	6	35	0	0
26. Team recommendations are usually specific and individualized to the problem, not vague or ambiguous	0	0	1	6	4	24	7	41	5	29	0	0
27. The team usually asks teachers how satisfactory their help has been after a meeting	3	18	0	0	6	35	6	35	2	12	0	0

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Pupil Study Team Needs Assessment

Teacher Questionnaire

The following statements are intended to assist your school in assessing its current methods of helping teachers solve instructional and behavior management problems. All responses are anonymous. Your cooperation is greatly appreciated. (If you have never requested assistance from a school site team or if your school has no team, stop after Statement 11.)

Site F
(5 responded)
n=26

	Strongly Disagree 1		2		3		4		Strongly Agree 5		No Response	
	#	%	#	%	#	%	#	%	#	%	#	%
1. When I feel that I am having unusual difficulty with a student's academic progress, I typically contact his/her parent(s)	2	8	1	4	7	27	4	15	12	46	0	0
2. When I feel that I am having unusual difficulty with a student's behavior, I typically contact his/her parent(s)	3	12	0	0	2	8	4	15	17	65	0	0
3. When I feel that I am having unusual difficulty with a student's academic progress, I typically contact the principal	17	65	7	27	2	8	0	0	0	0	0	0
4. When I feel that I am having unusual difficulty with a student's behavior, I typically contact the principal	11	42	5	19	3	12	3	12	4	15	0	0
5. When I feel that I am having unusual difficulty with a student's academic progress, I typically contact special education personnel (e.g., resource teacher, psychologist, etc.)	3	12	1	4	4	15	6	23	11	42	1	4
6. When I feel that I am having unusual difficulty with a student's behavior, I typically contact special education personnel (e.g., resource teacher, psychologist, etc.)	4	15	2	8	6	23	3	12	9	35	2	8
7. I think I have a good grasp of the characteristics which identify learning handicapped students	3	12	3	12	7	27	6	23	7	27	0	0
8. Learning handicapped students typically demonstrate learning, <u>not</u> behavior, problems	11	42	4	15	7	27	1	4	2	8	1	4
9. I typically discuss student's who appear to be severe learning and/or behavior problems with friends or colleagues on the faculty	3	12	6	23	8	31	3	12	6	23	0	0
10. Informal advice from teacher-friends or colleagues often helps me solve instruction or management problems	1	4	0	0	8	31	6	23	11	42	0	0
11. My school has a formal or semi-formal committee or team to which I may bring instruction and/or management problems	11	42	0	0	1	4	1	4	9	35	4	15
12. I think that our school site team or committee is very effective in helping teachers solve instruction and/or management problems	3	12	3	12	2	8	3	12	5	19	10	38

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Site F
(% responded)

	Strongly Disagree 1		2		3		4		Strongly Agree 5		No Response	
	#	%	#	%	#	%	#	%	#	%	NR	%
13. The school site team or committee has helped me solve an instruction or management problem on at least one occasion	5	19	2	8	0	0	0	0	8	31	11	42
14. The school site team or committee has helped me solve an instruction or management problem on two or more occasions	6	23	2	8	0	0	0	0	7	27	11	42
15. When teachers request assistance from the school site team, they typically meet with the team and describe the problem	4	15	1	4	2	8	2	8	5	19	12	46
16. The schedule for team meetings is convenient for most teachers in the school	5	19	2	8	2	8	1	4	4	15	12	46
17. Teachers who request assistance are made to feel part of the team, and not just someone needing help	4	15	1	4	2	8	1	4	5	19	13	50
18. Teachers are typically encouraged to take an active part in the team's discussions and decisions	3	12	1	4	1	4	1	4	7	27	13	50
19. Team discussions are usually very pertinent and directly address the concern of the teacher	3	12	1	4	1	4	1	4	7	27	13	50
20. Team decisions or recommendations are usually practical and directly address the problem	3	12	1	4	1	4	1	4	7	27	13	50
21. Team decisions or recommendations almost always include some form of concrete assistance, such as additional personnel taking some responsibility for working with the student	3	12	1	4	1	4	1	4	7	27	13	50
22. Typically, the team makes recommendations and the teacher reports back at a later date how effective the recommendations were	3	12	1	4	2	8	3	12	4	15	13	50
23. Typically, the team schedules follow-up meeting time for each teacher to report on the progress of a problem	4	15	2	8	1	4	2	8	4	15	13	50
24. I am generally satisfied that the team has been effective and worth the time it is given	3	12	1	4	0	0	1	4	8	31	13	50
25. Evaluation of the effectiveness of recommendations usually depends upon objective data or measurement	2	8	2	8	2	8	2	8	5	19	13	50
26. Team recommendations are usually specific and individualized to the problem, not vague or ambiguous	3	12	1	4	0	0	4	15	5	19	13	50
27. The team usually asks teachers how satisfactory their help has been after a meeting	3	12	1	4	2	8	4	15	3	12	13	50

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Pupil Study Team Needs Assessment

Teacher Questionnaire

The following statements are intended to assist your school in assessing its current methods of helping teachers solve instructional and behavior management problems. All responses are anonymous. Your cooperation is greatly appreciated. (If you have never requested assistance from a school site team or if your school has no team, stop after Statement 11.)

Site G
(% responded)
N=11

	Strongly Disagree 1		2		3		4		Strongly Agree 5		No Response	
	#	%	#	%	#	%	#	%	#	%	NR	%
1. When I feel that I am having unusual difficulty with a student's academic progress, I typically contact his/her parent(s)	0	0	1	9	2	18	1	9	7	64	0	0
2. When I feel that I am having unusual difficulty with a student's behavior, I typically contact his/her parent(s)	0	0	0	0	1	9	2	18	8	73	0	0
3. When I feel that I am having unusual difficulty with a student's academic progress, I typically contact the principal	3	27	5	45	3	27	0	0	0	0	0	0
4. When I feel that I am having unusual difficulty with a student's behavior, I typically contact the principal	1	9	4	36	3	27	3	27	0	0	0	0
5. When I feel that I am having unusual difficulty with a student's academic progress, I typically contact special education personnel (e.g., resource teacher, psychologist, etc.)	0	0	1	9	3	27	3	27	4	36	0	0
6. When I feel that I am having unusual difficulty with a student's behavior, I typically contact special education personnel (e.g., resource teacher, psychologist, etc.)	2	18	2	18	3	27	3	27	1	9	0	0
7. I think I have a good grasp of the characteristics which identify learning handicapped students	0	0	0	0	5	45	5	45	2	9	0	0
8. Learning handicapped students typically demonstrate learning, not behavior, problems	2	18	5	45	2	18	1	9	1	9	0	0
9. I typically discuss student's who appear to be severe learning and/or behavior problems with friends or colleagues on the faculty	2	18	3	27	2	18	3	27	1	9	0	0
10. Informal advice from teacher-friends or colleagues often helps me solve instruction or management problems	2	18	2	18	3	27	4	35	0	0	0	0
11. My school has a formal or semi-formal committee or team to which I may bring instruction and/or management problems	1	9	2	18	1	9	3	27	4	36	0	0
12. I think that our school site team or committee is very effective in helping teachers solve instruction and/or management problems	2	18	2	18	3	27	3	27	1	9	0	0

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Site G
(% responded)
N=11

	Strongly Disagree 1		2		3		4		Strongly Agree 5		No Response	
	#	%	#	%	#	%	#	%	#	%	NR	%
13. The school site team or committee has helped me solve an instruction or management problem on at least one occasion	2	18	3	27	2	18	1	9	3	27	0	0
14. The school site team or committee has helped me solve an instruction or management problem on two or more occasions	3	27	1	9	2	18	2	18	3	27	0	0
15. When teachers request assistance from the school site team, they typically meet with the team and describe the problem	1	9	1	9	1	9	6	55	2	18	0	0
16. The schedule for team meetings is convenient for most teachers in the school	1	9	0	0	2	18	5	45	3	27	0	0
17. Teachers who request assistance are made to feel part of the team, and not just someone needing help	1	9	3	27	2	18	3	27	2	18	0	0
18. Teachers are typically encouraged to take an active part in the team's discussions and decisions	1	9	0	0	4	36	5	45	1	9	0	0
19. Team discussions are usually very pertinent and directly address the concern of the teacher	1	9	2	18	1	9	4	36	3	27	0	0
20. Team decisions or recommendations are usually practical and directly address the problem	2	18	0	0	4	36	3	27	2	18	0	0
21. Team decisions or recommendations almost always include some form of concrete assistance, such as additional personnel taking some responsibility for working with the student	1	9	3	27	2	18	3	27	1	9	0	0
22. Typically, the team makes recommendations and the teacher reports back at a later date how effective the recommendations were	1	9	3	27	5	45	2	18	0	0	0	0
23. Typically, the team schedules follow-up meeting time for each teacher to report on the progress of a problem	1	9	4	36	3	27	1	9	2	18	0	0
24. I am generally satisfied that the team has been effective and worth the time it is given	2	18	2	18	4	36	3	27	0	0	0	0
25. Evaluation of the effectiveness of recommendations usually depends upon objective data or measurement	3	27	1	9	4	36	3	27	0	0	0	0
26. Team recommendations are usually specific and individualized to the problem, not vague or ambiguous	1	9	1	9	4	36	4	36	1	9	0	0
27. The team usually asks teachers how satisfactory their help has been after a meeting	3	27	3	27	3	27	2	18	0	0	0	0

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Pupil Study Team Needs Assessment

Teacher Questionnaire

The following statements are intended to assist your school in assessing its current methods of helping teachers solve instructional and behavior management problems. All responses are anonymous. Your cooperation is greatly appreciated. (If you have never requested assistance from a school site team or if your school has no team, stop after Statement 11.)

Site H
(% responded)
N=8

	Strongly Disagree 1		2		3		4		Strongly Agree 5		No Response	
	#	%	#	%	#	%	#	%	#	%	NR	%
1. When I feel that I am having unusual difficulty with a student's academic progress, I typically contact his/her parent(s)	0	0	0	0	1	13	3	28	4	50	0	0
2. When I feel that I am having unusual difficulty with a student's behavior, I typically contact his/her parent(s)	0	0	0	0	1	13	1	13	6	75	0	0
3. When I feel that I am having unusual difficulty with a student's academic progress, I typically contact the principal	2	25	2	25	1	13	3	38	0	0	0	0
4. When I feel that I am having unusual difficulty with a student's behavior, I typically contact the principal	0	0	1	13	2	25	3	38	2	25	0	0
5. When I feel that I am having unusual difficulty with a student's academic progress, I typically contact special education personnel (e.g., resource teacher, psychologist, etc.)	1	13	1	13	1	13	3	38	2	25	0	0
6. When I feel that I am having unusual difficulty with a student's behavior, I typically contact special education personnel (e.g., resource teacher, psychologist, etc.)	1	13	3	38	2	25	1	13	1	13	0	0
7. I think I have a good grasp of the characteristics which identify learning handicapped students	0	0	0	0	1	13	3	38	4	50	0	0
8. Learning handicapped students typically demonstrate learning, not behavior, problems	2	25	4	50	1	13	0	0	1	13	0	0
9. I typically discuss student's who appear to be severe learning and/or behavior problems with friends or colleagues on the faculty	1	13	1	13	3	38	1	13	2	25	0	0
10. Informal advice from teacher-friends or colleagues often helps me solve instruction or management problems	1	13	1	13	4	50	0	0	2	25	0	0
11. My school has a formal or semi-formal committee or team to which I may bring instruction and/or management problems	0	0	0	0	0	0	0	0	8	100	0	0
12. I think that our school site team or committee is very effective in helping teachers solve instruction and/or management problems	0	0	1	13	0	0	3	38	4	50	0	0

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Site H
(% responded)
N=8

	Strongly Disagree 1		2		3		4		Strongly Agree 5		No Response	
	#	%	#	%	#	%	#	%	#	%	NR	%
13. The school site team or committee has helped me solve an instruction or management problem on at least one occasion	0	0	2	25	2	25	0	0	3	38	1	13
14. The school site team or committee has helped me solve an instruction or management problem on two or more occasions	4	50	2	25	0	0	1	13	0	0	1	13
15. When teachers request assistance from the school site team, they typically meet with the team and describe the problem	0	0	1	13	0	0	0	0	7	88	0	0
16. The schedule for team meetings is convenient for most teachers in the school	0	0	0	0	2	25	1	13	5	63	0	0
17. Teachers who request assistance are made to feel part of the team, and not just someone needing help	0	0	0	0	1	13	0	0	7	88	0	0
18. Teachers are typically encouraged to take an active part in the team's discussions and decisions	0	0	0	0	0	0	1	13	17	88	0	0
19. Team discussions are usually very pertinent and directly address the concern of the teacher	0	0	0	0	0	0	2	24	5	63	1	13
20. Team decisions or recommendations are usually practical and directly address the problem	0	0	0	0	1	13	2	25	5	63	0	0
21. Team decisions or recommendations almost always include some form of concrete assistance, such as additional personnel taking some responsibility for working with the student	1	13	0	0	0	0	1	13	6	75	0	0
22. Typically, the team makes recommendations and the teacher reports back at a later date how effective the recommendations were	1	13	0	0	2	25	2	25	3	38	0	0
23. Typically, the team schedules follow-up meeting time for each teacher to report on the progress of a problem	1	13	1	13	3	38	2	25	1	13	0	0
24. I am generally satisfied that the team has been effective and worth the time it is given	1	13	0	0	0	0	1	13	6	75	0	0
25. Evaluation of the effectiveness of recommendations usually depends upon objective data or measurement	1	13	0	0	1	13	3	38	3	38	0	0
26. Team recommendations are usually specific and individualized to the problem, not vague or ambiguous	1	13	0	0	0	0	2	25	5	63	0	0
27. The team usually asks teachers how satisfactory their help has been after a meeting	1	13	0	0	4	50	2	25	1	13	0	0

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Pupil Study Team Needs Assessment

Teacher Questionnaire

The following statements are intended to assist your school in assessing its current methods of helping teachers solve instructional and behavior management problems. All responses are anonymous. Your cooperation is greatly appreciated. (If you have never requested assistance from a school site team or if your school has no team, stop after Statement 11.)

Site I
(% responded)
N=11

	Strongly Disagree 1		2		3		4		Strongly Agree 5		No Response	
	#	%	#	%	#	%	#	%	#	%	NR	%
1. When I feel that I am having unusual difficulty with a student's academic progress, I typically contact his/her parent(s)	0	0	0	0	2	18	5	45	4	36	0	0
2. When I feel that I am having unusual difficulty with a student's behavior, I typically contact his/her parent(s)	0	0	0	0	1	9	4	36	6	55	0	0
3. When I feel that I am having unusual difficulty with a student's academic progress, I typically contact the principal	0	0	7	64	4	36	0	0	0	0	0	0
4. When I feel that I am having unusual difficulty with a student's behavior, I typically contact the principal	0	0	3	27	6	55	2	18	0	0	0	0
5. When I feel that I am having unusual difficulty with a student's academic progress, I typically contact special education personnel (e.g., resource teacher, psychologist, etc.)	0	0	3	27	3	27	3	27	2	18	0	0
6. When I feel that I am having unusual difficulty with a student's behavior, I typically contact special education personnel (e.g., resource teacher, psychologist, etc.)	0	0	3	27	15	46	3	27	0	0	0	0
7. I think I have a good grasp of the characteristics which identify learning handicapped students	0	0	0	0	9	82	2	18	0	0	0	0
8. Learning handicapped students typically demonstrate learning, <u>not</u> behavior, problems	4	36	1	9	5	45	1	9	0	0	0	0
9. I typically discuss student's who appear to be severe learning and/or behavior problems with friends or colleagues on the faculty	0	0	1	9	2	18	5	45	3	27	0	0
10. Informal advice from teacher-friends or colleagues often helps me solve instruction or management problems	0	0	1	9	2	18	6	55	2	18	0	0
11. My school has a formal or semi-formal committee or team to which I may bring instruction and/or management problems	1	9	0	0	1	9	2	18	7	64	0	0
12. I think that our school site team or committee is very effective in helping teachers solve instruction and/or management problems	1	9	0	0	2	18	3	27	5	45	0	0

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Site I
(% responded)

	Strongly Disagree 1		2		3		4		Strongly Agree 5		No Response	
	#	%	#	%	#	%	#	%	#	%	NR	%
13. The school site team or committee has helped me solve an instruction or management problem on at least one occasion	1	9	2	18	1	9	2	18	5	45	0	0
14. The school site team or committee has helped me solve an instruction or management problem on two or more occasions	1	9	1	9	4	36	4	36	1	9	0	0
15. When teachers request assistance from the school site team, they typically meet with the team and describe the problem	0	0	0	0	1	9	4	36	16	55	0	0
16. The schedule for team meetings is convenient for most teachers in the school	0	0	2	18	0	0	3	27	6	55	0	0
17. Teachers who request assistance are made to feel part of the team, and not just someone needing help	0	0	0	0	2	18	2	18	7	64	0	0
18. Teachers are typically encouraged to take an active part in the team's discussions and decisions	0	0	0	0	1	9	3	27	7	64	0	0
19. Team discussions are usually very pertinent and directly address the concern of the teacher	0	0	0	0	3	27	3	27	5	45	0	0
20. Team decisions or recommendations are usually practical and directly address the problem	0	0	1	9	2	18	3	27	5	45	0	0
21. Team decisions or recommendations almost always include some form of concrete assistance, such as additional personnel taking some responsibility for working with the student	0	0	2	18	1	9	7	64	1	9	0	0
22. Typically, the team makes recommendations and the teacher reports back at a later date how effective the recommendations were	0	0	3	27	4	36	3	27	1	9	0	0
23. Typically, the team schedules follow-up meeting time for each teacher to report on the progress of a problem	1	9	2	18	5	45	2	18	1	9	0	0
24. I am generally satisfied that the team has been effective and worth the time it is given	0	0	0	0	1	9	3	27	6	55	1	9
25. Evaluation of the effectiveness of recommendations usually depends upon objective data or measurement	0	0	0	0	4	36	5	45	2	18	0	0
26. Team recommendations are usually specific and individualized to the problem, not vague or ambiguous	0	0	0	0	3	27	4	36	4	36	0	0
27. The team usually asks teachers how satisfactory their help has been after a meeting	0	0	4	36	3	27	3	27	1	9	0	0

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Pupil Study Team Needs Assessment

Teacher Questionnaire

The following statements are intended to assist your school in assessing its current methods of helping teachers solve instructional and behavior management problems. All responses are anonymous. Your cooperation is greatly appreciated. (If you have never requested assistance from a school site team or if your school has no team, stop after Statement 11.)

Site J
(% responded)
N=10

	Strongly Disagree 1		2		3		4		Strongly Agree 5		No Response	
	#	%	#	%	#	%	#	%	#	%	NR	%
1. When I feel that I am having unusual difficulty with a student's academic progress, I typically contact his/her parent(s)	0	0	0	0	0	0	3	30	7	70	0	0
2. When I feel that I am having unusual difficulty with a student's behavior, I typically contact his/her parent(s)	0	0	0	0	0	0	2	20	8	80	0	0
3. When I feel that I am having unusual difficulty with a student's academic progress, I typically contact the principal	0	0	2	20	6	60	0	0	2	20	0	0
4. When I feel that I am having unusual difficulty with a student's behavior, I typically contact the principal	0	0	1	10	1	10	3	30	5	50	0	0
5. When I feel that I am having unusual difficulty with a student's academic progress, I typically contact special education personnel (e.g., resource teacher, psychologist, etc.)	0	0	1	10	1	10	3	30	5	50	0	0
6. When I feel that I am having unusual difficulty with a student's behavior, I typically contact special education personnel (e.g., resource teacher, psychologist, etc.)	0	0	2	20	2	20	4	40	2	20	0	0
7. I think I have a good grasp of the characteristics which identify learning handicapped students	0	0	0	0	2	20	4	40	4	40	0	0
8. Learning handicapped students typically demonstrate learning, <u>not</u> behavior, problems	4	40	4	40	1	10	1	10	0	0	0	0
9. I typically discuss student's who appear to be severe learning and/or behavior problems with friends or colleagues on the faculty	0	0	1	10	2	20	5	50	2	20	0	0
10. Informal advice from teacher-friends or colleagues often helps me solve instruction or management problems	0	0	0	0	4	40	4	40	2	20	0	0
11. My school has a formal or semi-formal committee or team to which I may bring instruction and/or management problems	0	0	0	0	0	0	2	20	8	80	0	0
12. I think that our school site team or committee is very effective in helping teachers solve instruction and/or management problems	0	0	0	0	1	10	3	30	5	50	1	10

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Site J
(% responded)

	Strongly Disagree 1		2		3		4		Strongly Agree 5		No Response	
	#	%	#	%	#	%	#	%	#	%	NR	%
13. The school site team or committee has helped me solve an instruction or management problem on at least one occasion	0	0	0	0	2	20	2	20	5	50	1	10
14. The school site team or committee has helped me solve an instruction or management problem on two or more occasions	0	0	0	0	1	10	5	50	3	30	1	10
15. When teachers request assistance from the school site team, they typically meet with the team and describe the problem	0	0	0	0	0	0	2	20	7	70	1	10
16. The schedule for team meetings is convenient for most teachers in the school	0	0	0	0	0	0	2	20	7	70	1	10
17. Teachers who request assistance are made to feel part of the team, and not just someone needing help	0	0	0	0	0	0	2	20	7	70	1	10
18. Teachers are typically encouraged to take an active part in the team's discussions and decisions	0	0	0	0	0	0	2	20	7	70	1	10
19. Team discussions are usually very pertinent and directly address the concern of the teacher	0	0	1	10	1	10	1	10	6	60	1	10
20. Team decisions or recommendations are usually practical and directly address the problem	0	0	0	0	1	10	3	30	5	50	1	10
21. Team decisions or recommendations almost always include some form of concrete assistance, such as additional personnel taking some responsibility for working with the student	0	0	0	0	2	20	4	40	3	30	1	10
22. Typically, the team makes recommendations and the teacher reports back at a later date how effective the recommendations were	0	0	0	0	2	20	3	30	4	40	1	10
23. Typically, the team schedules follow-up meeting time for each teacher to report on the progress of a problem	0	0	1	10	2	20	3	30	3	30	1	10
24. I am generally satisfied that the team has been effective and worth the time it is given	0	0	0	0	1	10	2	20	6	60	1	10
25. Evaluation of the effectiveness of recommendations usually depends upon objective data or measurement	0	0	0	0	5	50	2	20	2	20	1	10
26. Team recommendations are usually specific and individualized to the problem, not vague or ambiguous	0	0	0	0	0	0	3	30	6	60	1	10
27. The team usually asks teachers how satisfactory their help has been after a meeting	0	0	1	10	2	20	4	40	2	20	1	10

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Pupil Study Team Needs Assessment

Teacher Questionnaire

The following statements are intended to assist your school in assessing its current methods of helping teachers solve instructional and behavior management problems. All responses are anonymous. Your cooperation is greatly appreciated. (If you have never requested assistance from a school site team or if your school has no team, stop after Statement 11.)

Site K
(% responded)
N=15

	Strongly Disagree 1		2		3		4		Strongly Agree 5		No Response	
	#	%	#	%	#	%	#	%	#	%	NR	%
1. When I feel that I am having unusual difficulty with a student's academic progress, I typically contact his/her parent(s)	0	0	0	0	0	0	1	7	14	93	0	0
2. When I feel that I am having unusual difficulty with a student's behavior, I typically contact his/her parent(s)	0	0	0	0	0	0	0	0	15	100	0	0
3. When I feel that I am having unusual difficulty with a student's academic progress, I typically contact the principal	0	0	1	7	4	27	2	13	8	53	0	0
4. When I feel that I am having unusual difficulty with a student's behavior, I typically contact the principal	0	0	0	0	2	13	3	20	10	67	0	0
5. When I feel that I am having unusual difficulty with a student's academic progress, I typically contact special education personnel (e.g., resource teacher, psychologist, etc.)	0	0	0	0	3	20	5	33	7	47	0	0
6. When I feel that I am having unusual difficulty with a student's behavior, I typically contact special education personnel (e.g., resource teacher, psychologist, etc.)	2	13	2	13	4	27	4	27	3	20	0	0
7. I think I have a good grasp of the characteristics which identify learning handicapped students	0	0	0	0	3	20	4	27	8	53	0	0
8. Learning handicapped students typically demonstrate learning, not behavior, problems	3	20	5	33	3	20	2	13	2	13	0	0
9. I typically discuss student's who appear to be severe learning and/or behavior problems with friends or colleagues on the faculty	1	7	4	27	3	20	5	33	2	13	0	0
10. Informal advice from teacher-friends or colleagues often helps me solve instruction or management problems	1	7	3	20	7	47	1	7	3	20	0	0
11. My school has a formal or semi-formal committee or team to which I may bring instruction and/or management problems	0	0	0	0	0	0	0	0	15	100	0	0
12. I think that our school site team or committee is very effective in helping teachers solve instruction and/or management problems	0	0	1	7	2	13	1	7	11	73	0	0

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Site K
(% responded)

	Strongly Disagree 1		2		3		4		Strongly Agree 5		No Response	
	#	%	#	%	#	%	#	%	#	%	NR	%
13. The school site team or committee has helped me solve an instruction or management problem on at least one occasion	1	7	0	0	1	7	2	13	9	60	2	13
14. The school site team or committee has helped me solve an instruction or management problem on two or more occasions	6	40	0	0	3	20	0	0	4	27	2	13
15. When teachers request assistance from the school site team, they typically meet with the team and describe the problem	0	0	0	0	3	20	3	20	9	60	0	0
16. The schedule for team meetings is convenient for most teachers in the school	0	0	0	0	5	33	5	33	5	33	0	0
17. Teachers who request assistance are made to feel part of the team, and not just someone needing help	0	0	0	0	0	0	0	0	15	100	0	0
18. Teachers are typically encouraged to take an active part in the team's discussions and decisions	0	0	0	0	0	0	0	0	15	100	0	0
19. Team discussions are usually very pertinent and directly address the concern of the teacher	0	0	0	0	0	0	3	20	12	80	0	0
20. Team decisions or recommendations are usually practical and directly address the problem	0	0	0	0	1	7	4	27	10	67	0	0
21. Team decisions or recommendations almost always include some form of concrete assistance, such as additional personnel taking some responsibility for working with the student	0	0	0	0	1	7	4	27	9	60	1	7
22. Typically, the team makes recommendations and the teacher reports back at a later date how effective the recommendations were	0	0	0	0	4	27	5	33	5	33	1	7
23. Typically, the team schedules follow-up meeting time for each teacher to report on the progress of a problem	1	7	0	0	7	47	4	27	2	13	1	7
24. I am generally satisfied that the team has been effective and worth the time it is given	1	7	0	0	1	7	4	27	9	60	0	0
25. Evaluation of the effectiveness of recommendations usually depends upon objective data or measurement	0	0	1	7	3	20	5	33	4	27	2	13
26. Team recommendations are usually specific and individualized to the problem, not vague or ambiguous	0	0	0	0	0	0	5	33	10	67	0	0
27. The team usually asks teachers how satisfactory their help has been after a meeting	0	0	0	0	2	13	5	33	6	40	2	13

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APPENDIX C

Video-Tape Rating Form

Team (A) B (Please Circle)

Case Number: Amanda

Date of S.S.T. Meeting:

Rater:

Please rate the following on a scale of one (very poor) to nine (very good).

1) Problem Identification (Did the team identify the problem?)

1 2 3 4 5 6 7 (8) 9

2) Operational Objectives (Did the team develop measurable objectives and establish criteria for success?)

1 (2) 3 4 5 6 7 8 9

3) Implementation (Did the team develop an implementation plan?)

1 (2) 3 4 5 6 7 8 9

4) Review (Did the plan provide for feedback and review?)

(1) 2 3 4 5 6 7 8 9

5) Responsibility (Did the team accept shared responsibility for the teacher's problem?)

(1) 2 3 4 5 6 7 8 9

- Only two or three people participating
- teacher spending too much time identifying problems
- teacher answering own problems, not getting suggestions from others
- team has trouble with implementation plan

APPENDIX D

Structured Interview Form

PST INTERVIEW

NAME OF SCHOOL:_____ DATE:_____ DISTRICT:_____

PRINCIPAL:_____ TELEPHONE_____ LOI:_____

I. TEAM HISTORY

1) WHO:_____

2) WHEN/WHY:_____

3) TRAINING:_____

4) PRINCIPAL'S ROLE:_____

II. TEAM COMPOSITION/LEADERSHIP

1) ORGANIZATION:_____

2) FUNDING/RESOURCES:_____

III. OPERATING FORMAT/ECONOMY

1) SCHEDULE:_____

2) REQUESTS:_____

3) STRUCTURE:_____

4) ACTIONS:_____

IV. EVALUATION/EFFECTIVENESS

1) REFERRAL FOR SPECIAL EDUCATION:_____

2) TEACHER SATISFACTION:_____

3) RECORDS:_____

4) DISTRICT SELF-EVALUATION:_____

V. PROBLEMS/FUTURE

_____

_____

_____

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APPENDIX E

Training Evaluation Forms

Site 2

WORKSHOP EVALUATION FORM

BEST COPY AVAILABLE

Workshop Title: [illegible]
Sponsor: [illegible]
Location:
Presenter:
Date: [illegible]

The intent of this form is to give you an opportunity to comment on various aspects of this inservice. We need your feedback to insure quality staff development.

		1 Low	2 Below Average	3 Average	4 Above Average	5 High
General Evaluation:						
1)	Everything considered, I would rate the worth of this inservice to me as:	☐	☐	☐	☐	☐
2)	Everything considered, I would rate the presentors:	☐	☐	☐	☐	☒

3) What were the major strengths of this workshop? _____

4) How could this workshop be improved? longer time

5) As a follow-up to this workshop, I would like already been discussed

6) Other workshop topics of interest to me are: _____

	To what extent:					
Inservice Evaluation:	7) were objectives clear?	☐	☐	☐	☒	☐
	8) were objectives met?	☐	☐	☐	☒	☐
	9) were materials provided of value in meeting objectives?	☐	☐	☐	☒	☐
	10) were the activities of value in meeting objectives?	☐	☐	☐	☒	☐
Presentor Evaluation:	11) did the presentors appear to be knowledgeable about this subject?	☐	☐	☐	☐	☒
	12) were the presentors able to communicate the subject content?	☐	☐	☐	☐	☒
	13) were the presentors willing to adjust to meet the specific needs of the participants?	☐	☐	☐	☐	☒
Self Evaluation:	14) has this inservice increased your knowledge of the topic?	☐	☐	☐	☐	☒
	15) do you feel this knowledge will be useful?	☐	☐	☐	☐	☒
	16) do you feel capable of using this knowledge?	☐	☐	☐	☒	☐

VCSS CM-1020
4-83

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WORKSHOP EVALUATION FORM

Workshop Title: _____

Sponsor: _____

Location _____

Presenter _____

Date: __

The intent of this form is to give you an opportunity to comment on various aspects of this inservice. We need your feedback to insure quality staff development.

	1 Low	2 Below Average	3 Average	4 Above Average	5 High
General Evaluation:					
1) Everything considered, I would rate the worth of this inservice to me as:	☐	☐	☐	☐	☒
2) Everything considered, I would rate the presentors:	☐	☐	☐	☐	☒

3) What were the major strengths of this workshop? _____

Information needed in order to implement SST activity

4) How could this workshop be improved? More time can be allowed for this type of [illegible]

5) As a follow-up to this workshop, I would like _____

6) Other workshop topics of interest to me are: _____

	To what extent:					
Inservice Evaluation:	7) were objectives clear?	☐	☐	☐	☐	☒
	8) were objectives met?	☐	☐	☐	☐	☒
	9) were materials provided of value in meeting objectives?	☐	☐	☐	☐	☒
	10) were the activities of value in meeting objectives?	☐	☐	☐	☐	☒
Presentor Evaluation:	11) did the presentors appear to be knowledgeable about this subject?	☐	☐	☐	☐	☒
	12) were the presentors able to communicate the subject content?	☐	☐	☐	☐	☒
	13) were the presentors willing to adjust to meet the specific needs of the participants?	☐	☐	☐	☐	☒
Self Evaluation:	14) has this inservice increased your knowledge of the topic?	☐	☐	☐	☐	☒
	15) do you feel this knowledge will be useful?	☐	☐	☐	☐	☒
	16) do you feel capable of using this knowledge?	☐	☐	☐	☐	☒

VCSS CM-1020

WORKSHOP EVALUATION FORM

Workshop Title: Problem Solving

Sponsor:

Location

Presenter

Date:

The intent of this form is to give you an opportunity to comment on various aspects of this inservice. We need your feedback to insure quality staff development.

	1 Low	2 Below Average	3 Average	4 Above Average	5 High
General Evaluation:					
1) Everything considered, I would rate the worth of this inservice to me as:	☐	☐	☐	☐	☒
2) Everything considered, I would rate the presentors:	☐	☐	☐	☐	☒

3) What were the major strengths of this workshop? _____

useable for next SST mtg.

4) How could this workshop be improved? more time allowed

5) As a follow-up to this workshop, I would like a later mtg. to evaluate our SST mtg.

6) Other workshop topics of interest to me are: _____

Inservice Evaluation:	To what extent:					
	7)	were objectives clear?	☐	☐	☐	☒	☒
	8)	were objectives met?	☐	☐	☐	☐	☒
	9)	were materials provided of value in meeting objectives?	☐	☐	☐	☐	☒
	10)	were the activities of value in meeting objectives?	☐	☐	☐	☐	☒
Presentor Evaluation:	11)	did the presentors appear to be knowledgeable about this subject?	☐	☐	☐	☐	☒
	12)	were the presentors able to communicate the subject content?	☐	☐	☐	☐	☒
	13)	were the presentors willing to adjust to meet the specific needs of the participants?	☐	☐	☐	☐	☒
Self Evaluation:	14)	has this inservice increased your knowledge of the topic?	☐	☐	☐	☐	☒
	15)	do you feel this knowledge will be useful?	☐	☐	☐	☐	☒
	16)	do you feel capable of using this knowledge?	☐	☐	☐	☐	☐

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WORKSHOP EVALUATION FORM

BEST COPY AVAILABLE

Workshop Title: DST/CST Inservice

Sponsor: _____

Location: _____

Presenter: _____

Date: _____

The intent of this form is to give you an opportunity to comment on various aspects of this inservice. We need your feedback to insure quality staff development.

		1 Low	2 Below Average	3 Average	4 Above Average	5 High
General Evaluation:						
1)	Everything considered, I would rate the worth of this inservice to me as:	☐	☐	☐	☐	☐
2)	Everything considered, I would rate the presentors:	☐	☐	☐	☒	☐

3) What were the major strengths of this workshop? Dewing the CST

4) How could this workshop be improved? —

5) As a follow-up to this workshop, I would like ~~[illegible]~~

6) Other workshop topics of interest to me are: _____

	To what extent:					
Inservice Evaluation:	7) were objectives clear?	☐	☐	☐	☐	☒
	8) were objectives met?	☐	☐	☐	☒	☐
	9) were materials provided of value in meeting objectives?	☐	☐	☐	☒	☐
	10) were the activities of value in meeting objectives?	☐	☐	☐	☒	☐
Presentor Evaluation:	11) did the presentors appear to be knowledgeable about this subject?	☐	☐	☐	☒	☐
	12) were the presentors able to communicate the subject content?	☐	☐	☐	☒	☐
	13) were the presentors willing to adjust to meet the specific needs of the participants?	☐	☐	☐	☒	☐
Self Evaluation:	14) has this inservice increased your knowledge of the topic?	☐	☐	☐	☒	☐
	15) do you feel this knowledge will be useful?	☐	☐	☐	☒	☐
	16) do you feel capable of using this knowledge?	☐	☐	☐	☒	☐

VCSS CM-1029

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WORKSHOP EVALUATION FORM

BEST COPY AVAILABLE

Workshop Title: _____

Sponsor: _____

Location: _____

Presenter: _____

Date: ___

The intent of this form is to give you an opportunity to comment on various aspects of this inservice. We need your feedback to insure quality staff development.

	1 Low	2 Below Average	3 Average	4 Above Average	5 High
General Evaluation:					
1) Everything considered, I would rate the worth of this inservice to me as:	☐	☐	☐	☐	☐
2) Everything considered, I would rate the presentors:	☐	☐	☐	☐	☐

3) What were the major strengths of this workshop? _____

4) How could this workshop be improved? _____

5) As a follow-up to this workshop, I would like _____

6) Other workshop topics of interest to me are: _____

	To what extent:					
Inservice Evaluation:	7) were objectives clear?	☐	☐	☐	☐	☐
	8) were objectives met?	☐	☐	☐	☐	☐
	9) were materials provided of value in meeting objectives?	☐	☐	☐	☐	☐
	10) were the activities of value in meeting objectives?	☐	☐	☐	☐	☐
Presentor Evaluation:	11) did the presentors appear to be knowledgeable about this subject?	☐	☐	☐	☐	☐
	12) were the presentors able to communicate the subject content?	☐	☐	☐	☐	☐
	13) were the presentors willing to adjust to meet the specific needs of the participants?	☐	☐	☐	☐	☐
Self Evaluation:	14) has this inservice increased your knowledge of the topic?	☐	☐	☐	☐	☐
	15) do you feel this knowledge will be useful?	☐	☐	☐	☐	☐
	16) do you feel capable of using this knowledge?	☐	☐	☐	☐	☐

VCSS CM-1020
4-83

WORKSHOP EVALUATION FORM

BEST COPY AVAILABLE

Workshop Title: _____

Sponsor: _____

Location: _____

Presenter: _____

Date: _____

The intent of this form is to give you an opportunity to comment on various aspects of this inservice. We need your feedback to insure quality staff development.

	1 Low	2 Below Average	3 Average	4 Above Average	5 High
General Evaluation:					
1) Everything considered, I would rate the worth of this inservice to me as:	☐	☐	☐	☐	☑
2) Everything considered, I would rate the presentors:	☐	☐	☐	☑	☐

3) What were the major strengths of this workshop? Ideas - how to keep on target

4) How could this workshop be improved? _____

5) As a follow-up to this workshop, I would like more information

6) Other workshop topics of interest to me are: _____

	To what extent:					
Inservice Evaluation:	7) were objectives clear?	☐	☐	☐	☐	☑
	8) were objectives met?	☐	☐	☐	☐	☑
	9) were materials provided of value in meeting objectives?	☐	☐	☐	☑	☐
	10) were the activities of value in meeting objectives?	☐	☐	☐	☐	☑
Presentor Evaluation:	11) did the presentors appear to be knowledgeable about this subject?	☐	☐	☐	☐	☑
	12) were the presentors able to communicate the subject content?	☐	☐	☐	☐	☑
	13) were the presentors willing to adjust to meet the specific needs of the participants?	☐	☐	☐	☐	☑
Self Evaluation:	14) has this inservice increased your knowledge of the topic?	☐	☐	☐	☐	☑
	15) do you feel this knowledge will be useful?	☐	☐	☐	☑	☐
	16) do you feel capable of using this knowledge?	☐	☐	☑	☐	☐

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WORKSHOP EVALUATION FORM

Workshop Title: PAST

Sponsor: _____

Location: _____

Presenter: _____

Date: _____

The intent of this form is to give you an opportunity to comment on various aspects of this inservice. We need your feedback to insure quality staff development.

	1 Low	2 Below Average	3 Average	4 Above Average	5 High
General Evaluation:					
1) Everything considered, I would rate the worth of this inservice to me as:	☐	☐	☐	☑	☐
2) Everything considered, I would rate the presentors:	☐	☐	☐	☐	☑

3) What were the major strengths of this workshop? The time used for the topic. I thought it would be so boring was such a pre-children was great.

4) How could this workshop be improved? _____

5) As a follow-up to this workshop, I would like _____

6) Other workshop topics of interest to me are: _____

	To what extent:					
Inservice Evaluation:	7) were objectives clear?	☐	☐	☐	☐	☑
	8) were objectives met?	☐	☐	☐	☐	☑
	9) were materials provided of value in meeting objectives?	☐	☐	☐	☐	☒
	10) were the activities of value in meeting objectives?	☐	☐	☐	☐	☑
Presentor Evaluation:	11) did the presentors appear to be knowledgeable about this subject?	☐	☐	☐	☐	☒
	12) were the presentors able to communicate the subject content?	☐	☐	☐	☐	☒
	13) were the presentors willing to adjust to meet the specific needs of the participants?	☐	☐	☐	☐	☒
Self Evaluation:	14) has this inservice increased your knowledge of the topic?	☐	☐	☐	☐	☒
	15) do you feel this knowledge will be useful?	☐	☐	☐	☐	☒
	16) do you feel capable of using this knowledge?	☐	☐	☐	☐	☒

WORKSHOP EVALUATION FORM

BEST COPY AVAILABLE

Workshop Title: _____

Sponsor: _____

Location: _____

Presenter: _____

Date: _____

The intent of this form is to give you an opportunity to comment on various aspects of this inservice. We need your feedback to insure quality staff development.

	1 Low	2 Below Average	3 Average	4 Above Average	5 High
General Evaluation:					
1) Everything considered, I would rate the worth of this inservice to me as:	☐	☐	☐	☐	☐
2) Everything considered, I would rate the presentors:	☐	☐	☐	☐	☐

3) What were the major strengths of this workshop? _____

_____

_____

4) How could this workshop be improved? _____

_____

_____

5) As a follow-up to this workshop, I would like _____

_____

_____

6) Other workshop topics of interest to me are: _____

_____

	To what extent:					
Inservice Evaluation:	7) were objectives clear?	☐	☐	☐	☐	☐
	8) were objectives met?	☐	☐	☐	☐	☐
	9) were materials provided of value in meeting objectives?	☐	☐	☐	☐	☐
	10) were the activities of value in meeting objectives?	☐	☐	☐	☐	☐
Presentor Evaluation:	11) did the presentors appear to be knowledgeable about this subject?	☐	☐	☐	☐	☐
	12) were the presentors able to communicate the subject content?	☐	☐	☐	☐	☐
	13) were the presentors willing to adjust to meet the specific needs of the participants?	☐	☐	☐	☐	☐
Self Evaluation:	14) has this inservice increased your knowledge of the topic?	☐	☐	☐	☐	☐
	15) do you feel this knowledge will be useful?	☐	☐	☐	☐	☐
	16) do you feel capable of using this knowledge?	☐	☐	☐	☐	☐

WORKSHOP EVALUATION FORM

BEST COPY AVAILABLE

Workshop Title: _____

Sponsor: _____

Location: _____

Presenter: _____

Date: _____

The intent of this form is to give you an opportunity to comment on various aspects of this inservice. We need your feedback to insure quality staff development.

	1 Low	2 Below Average	3 Average	4 Above Average	5 High
General Evaluation:					
1) Everything considered, I would rate the worth of this inservice to me as:	☐	☐	☐	☑	☐
2) Everything considered, I would rate the presentors:	☐	☐	☐	☑	☐

3) What were the major strengths of this workshop? I became more aware as to what is expected of me at a S.S.T. session

4) How could this workshop be improved? Needed more time — less lecture time, and more practical application

5) As a follow-up to this workshop, I would like To see the leaders do a SS.T. session and let us watch — or see a ~~tape~~ of an actual session

6) Other workshop topics of interest to me are: Classroom discipline procedures — or — science

Inservice Evaluation:	To what extent:					
	7) were objectives clear?	☐	☐	☑	☑	☐
	8) were objectives met?	☐	☐	☑	☐	☐
	9) were materials provided of value in meeting objectives?	☐	☐	☐	☑	☐
	10) were the activities of value in meeting objectives?	☐	☐	☐	☑	☐
Presentor Evaluation:	11) did the presentors appear to be knowledgeable about this subject?	☐	☐	☐	☑	☐
	12) were the presentors able to communicate the subject content?	☐	☐	☐	☑	☐
	13) were the presentors willing to adjust to meet the specific needs of the participants?	☐	☐	☑	☐	☐
Self Evaluation:	14) has this inservice increased your knowledge of the topic?	☐	☐	☐	☑	☐
	15) do you feel this knowledge will be useful?	☐	☐	☐	☑	☐
	16) do you feel capable of using this knowledge?	☐	☐	☐	☑	☐

VCSS CM-1020
4-83

WORKSHOP EVALUATION FORM

BEST COPY AVAILABLE

Workshop Title: Student Study Team

Sponsor: _____

Location: _____

Presenter: _____

Date: _____

The intent of this form is to give you an opportunity to comment on various aspects of this inservice. We need your feedback to insure quality staff development.

	1 Low	2 Below Average	3 Average	4 Above Average	5 High
General Evaluation:					
1) Everything considered, I would rate the worth of this inservice to me as:	☐	☐	☐	☒	☐
2) Everything considered, I would rate the presentors:	☐	☐	☐	☒	☐

3) What were the major strengths of this workshop? very relevant, fast moving

4) How could this workshop be improved? spend a little more time on interventions

5) As a follow-up to this workshop, I would like guided practice in IST procedure,

6) Other workshop topics of interest to me are: _____

	To what extent:					
Inservice Evaluation:	7) were objectives clear?	☐	☐	☐	☐	☑
	8) were objectives met?	☐	☐	☐	☐	☑
	9) were materials provided of value in meeting objectives?	☐	☐	☐	☑	☐
	10) were the activities of value in meeting objectives?	☐	☐	☐	☑	☐
Presentor Evaluation:	11) did the presentors appear to be knowledgeable about this subject?	☐	☐	☐	☐	☑
	12) were the presentors able to communicate the subject content?	☐	☐	☐	☐	☑
	13) were the presentors willing to adjust to meet the specific needs of the participants?	☐	☐	☐	☐	☑
Self Evaluation:	14) has this inservice increased your knowledge of the topic?	☐	☐	☐	☑	☐
	15) do you feel this knowledge will be useful?	☐	☐	☐	☑	☐
	16) do you feel capable of using this knowledge?	☐	☐	☑	☐	☐

APPENDIX F

Description of Field Validation Sites

Description of Field Validation Sites

Field Validation Site 1

Site 1 is located in a rural, one-school district in Southern California. Enrollment is approximately 270 students from kindergarten to grade eight. Based on a Home Language Survey, 74% of Site 1's students come from Spanish-speaking homes. Over 70% of the teaching staff have been at this site for more than 15 years. Prior to 1982, referrals to special education were made directly from teachers to a school psychologist who was available at the site for one or two days each week. According to school records, most students who were referred were ultimately placed in the Resource Specialist Program.

In an attempt to assure more appropriate referrals and placements, the school psychologist recommended informal procedures for diverting referrals which might not be suitable for special education. As in many small schools, though no Problem Solving Team existed, the psychologist, referring teacher, and RSP teacher occasionally met informally to discuss referred students prior to beginning formal assessment procedures. During the 1982-83 school year, 16 studeants (i.e., 5.9%) were referred for special education. Referral information revealed that a least 9 of these students were referred primarily for behavior-related classroom problems. Though all students received some type of pschoeducational assessment as a result of referral, only 2 students were ultimately placed in the RS program. Four were referred for Chapter 1 services, 2 for community counseling, and recommendations for modifcations of classroom program were made for 8 students.

Training. In the fall of 1983, the school psychologist and principal agreed to form a PST, not only to assure appropriate special education

referrals, but also to provide an ongoing resource for teachers experiencing instruction or mangement difficulties. The principal, who was new to the school, delegated responsibility to the psychologist to organize training and lead the team once it was established. Training was achieved in a two-step procedure. First, project staff provided the psychologist with a training overview and specific pilot materials over the course of several meetings. Next, after a period of baseline data collection, the psychologist planned and initiated training so that it would coincide with acutal team operation. Thus, school site team members were tutored in team concepts, processes, and techniques while involved in actual discussion of teachers' requests for assistance.

A 15 minute presentation was given to staff by the psychologist to review baseline findings on referral practices, introduction to the concept of a "problem-solving team", and specific procedures for beginning team activities. Prospective team members were nominated jointly by both principal and psychologist. Otherwise, membership was contingent only upon nominees willingness to serve. The following staff members were nominated and agreed to serve on the site's first PST: Principal, RSP teacher, Chapter 1 teacher, Kindergarten teacher, 5th grade teacher, and School Psychologist.

Results. On the following week (late September), the team began to meet every Thursday from 2:30 to 3:30 after school. An average of 4 students were discussed during each session over the next three months. After each meeting, approximately five minutaes were spent discussing team process; comments and criticisms were constructively exchanged.

"Request for Student Study Team Review" forms were written and copies were made available to teachers. Information requested on these forms included name, age, grade, and home language of referred students. In

addition, teachers were asked to provide reasons for "referral" as well as descriptions of previous interventions, previous home contacts, and previous testing. Teachers considered team request for this information basic, relevant, and not particularly burdensome.

Though no formal inservice training was conducted, meeting served as ad hoc training sessions due to the system for monitoring and evaluating both the process and outcomes of each meeting. For example, notes were kept on every meeting and were used to discuss and resolve problems concerning the conduct and content of meetings. Teachers were also informally approached often by team members to solicit opinion, encourage referral, and discuss alternatives to special education. The principal, though not serving as team leader, also encouraged teachers who had approached him with disciplinary problems to seek team assistance.

By mid-December, 1983, problems concerning 15 students had been reviewed, some more than once. Discussion and tenative plans of action concerning these problems required approximately 15 minuts on the average, about the same amount of time allocated by our sample of "successful" teams studied during Phase 2. Likewise, the format of meetings followed training guidelines, also based upon "successful" team functioning, very closely. Teachers presented problem information; team members asked clarifying questions aimed at formulating an appropriate plan of action. Typical of the recommendations which were then made are the following:

* Use of a simple "reward" system for completion of work
* Modification of assignment length or allocated learning time
* Monitoring meetings between teacher, team leader (i.e., psychologist), and parents
* Cross-age tutoring
* Arrangement of community counseling services
* Arrangement for collection of additional information

The recommendations were carried out by teachers with assistance from team members. Teachers were encouraged to return to discuss effectiveness of interventions and to cooperatively plan further interventions with the team when necessary.

This orientation towards teacher specification of problems, teacher implementation of interventions, and teacher evaluation fo intervention effectiveness was totally consistent with both the design and intent of training. Moreover, a review of the team's specific responses to problems further supported the judgement that they were adhering to the problem-solving model. Of 15 students discussed, only 1 was considered to be learning handicapped. However, even in this cas the team was confident that they would be able to design ef tive interventions making formal referral unnecessary.

By personal contacts with teaching staff by the team leader to m or team effectiveness consistently revealed high levels of t er satisfaction. On the last week of data collection, a special two our meeting was called to review all cases which had been co dered during the previous three months. Each teacher spent 5-10 mi es reviewing the status of problems. The consensus of the tea ers and team members was that satisfactory progress was being mad by students and that the PST process was working.

In summary, Field Validation Site 1, adopted a mode of operation whi clearly resembled that of "successful" team operation.This nfe nces was supported by their efficient meeting arrangements, the teacher-oriented approach to problem-solving, and their concern for mediate and formative evaluation of intervention effectiveness an eacher satisfaction. These characteristics were clearly

specified and intended by project-developed training guidelines. Moreover, the shift from baseline to training-related behavior occurred with minimal intrusion by project staff. Training was carried out as an authentic "inservice"; it was informal, pragmatic, economical of site resources, and managed entirely by site personnel. Beyond initial orientation and pre-training, project staff only provided remote consultation when needed. Finally, though no direct data of student effects were collected, the team at Site 1 was able to produce suggestive evidence (i.e., reports of teacher contacts, documentation of follow-up meetings, and formal, semester review of progress) of high satisfaction by teachers that desirable changes in student behavior or achievement were occurring.

Field Validation Site 2

The second validation study was conducted in a community of approximately 10,000 which is located in a rural area of Southern California. By the most recent accounting, 41% of the families whose children attend schools within the district fall into the "needy" category financially, i.e., either AFDC, unemployed or below sustance income. The ethnic breakdown of the local population has been almost evenly divided between Anglo and Chicano.

The school district is unified and serves approximately 2,200 students. There are two K-5 grade schools, a middle school which houses grades six through eight and a nine through twelfth grade high school. Twenty-four percent of the total student population is classified as Limited English Proficient. One elementary school has been recognized as a model for bilingual education by the State.

Site 2 was a K-5 elementary school with an enrollment of approximately 450 students. Although the ethnic ratio of the community is almost 50-50 between Anglo and Chicano, only nineteen percent of students at this school

were as Limited English Proficient.

According to the 1982 CTBS scores, 75% of the students were functioning above the 50th%ile. The majority of the scores that fell below the 50th%ile were above the 35th%ile. Of the 13 students who scored below the 35th%ile, only 2 were within the first quartile. The CAP test confirmed these findings in that the students were found to generally function above the national norms.

The school houses 15 classrooms, with class size ranging from 26 to 31 students. Bilingual instruction is an integral component of the total school program, with such instruction available at each grade level. Title VII status of the school has allowed for procurement of special instructional materials, as well as establishment of a learning center. Fifteen teachers, with a mean of 8.8 years of experience, comprised the regular teaching staff. Auxillary staff included: Resource Specialist, Nurse, Learning Center Director, Reading Specialist, and Speech/Language Specialist.

Based on state and local policy, approximately three percent of enrolled students are expected to require Resource Specialist Program (RSP) services. Thus, at least twelve students were expected to be eligible for RSP service. During the 1981-82 school year, only four students were enrolled in their program. Furthermore, only three students were referred for an assessment during the school year. Of these, none were found to be eligible for RSP service. In light of the fact that over 100 students were below average in achievement, site and district administrtors wondered if students who might require special education were being <u>inappropriately</u> diverted.

Two hypotheses can account for the low service rate at this school:

H1: The prevalence at this site is smaller than in the population of the

state as a whole. Perhaps, those students who need auxilairy programs are receiving adequate assistance through the school's other remedial programs. Therefore, mildly handicapped students at this school possibly do not require RSP service.

H2: The prevalence is similar to that of the population as a whole. In this case, procedures for referral may be inadequate for identifying some children.

If the latter hypothesis is true, a curious and troubling failure of service delivery systems for handicapped vs. non-handicapped children occurs. Handicapped children enter a systematic service track, governed by federal, state, and local policy, whereas non-handicapped students often cannot obtain <u>systematic</u> response to their educational needs, including mandated program planning and review. Where auxillary services are available, teachers may be susceptible to subtle pressures to seek assistance through auxiliary and sometimes transient programs, which have less rigorous eligibility criteria or weaker mandates for accountability than obtains in special education.

The weak aspect of auxiliary services is lack of a systematic vehicle for delivery. Management is uncoordinated and alternative services are only loosely linked. Evaluation is narrow and limited. Furthermore, provisions for closure, feedback and review are largely inadequate. With responsibility unclearly defined, the teacher retains sole ownership of problems despite remedial contributions of various staff specialists.

The formation of a Student Study Team was proposed in order to integrate procedures mandated by special education policy and the relatively unstructured, auxiliary service practices available at the school site. Though not yet trained, we expected the "SST" to begin to influence referral behavior at the site. Therefore, we observed for these

changes:

1) an increase in the number of requests for assistance for instruction or management problems,

2) an increase in the number of students found to be eligible for special education,

3) an increase in coordinated, auxiliary program solutions, and

4) increased teacher satisfaction with the school's ability to respond to instructional or management problems.

Pre-Training Baseline

Enlistment of Administrative Support (Step 1). The enlistment of support followed a hierarchical course of action. First, full endorsement of a Student Study Team project was obtained from the district superintendent. Then, the proposal was presented to the district and school administrators. This group generally agreed that the procedures for addressing the needs of difficult-to-teach students were inadequate.

The designated Field Validation Site was selected because support from the principal was certain and absolute. The principal's only request was that they study include teachers on a voluntary basis. Hence, the proposal was also presented to the teachers for consideration and consent before its implementation.

Enlistment of Teacher Support (Step 2). At the first teachers' meeting of the school year, the principal presented an overview of the proposal to the teachers. Following this presentation, the director of special education described the details of the project as follows:

"As part of the continuing effort to improve the efficiency and effectiveness of our programs, the district is initiating a pilot study to investigate the effects of a Student Study Team (SST) on program access and implementation. The purpose is to determine whether or not the SST is a better vehicle for serving special needs than our present systems. If the results of the pilot program

indicate improvement, the district is planning to extend the model to other schools.

The SST will function as a collective decision-making body with teachers rather than specialists or administrators acting as primary participants. Therefore, the only imposed requirement is that the team include more teachers than support staff personnel. The primary participants (teachers) may decide on the specialists they would like to have in attendance at specific meetings as well as the group procedures and schedule of meetings.

The team will be charged with responsibility for accepting referrals from teachers or parents, reviewing previous interventions, making recommendations for program changes and monitoring the subsequent students progress. The amount of time required will likely be approximately one hour a werek. However, the time requirement may vary according to the number of students who are referred."

The study commenced when the principal reported teacher approval of the validation study plan. Teachers also suggested grade level representation on the team. Thus, the principal chose one teacher to represent grades: K-1, 2-3, and 4-5. Though members were selected by the principal, participation was voluntary.

The initial plan was for one untrained team to operate through the school year. Unexpectedly, teachers later decided that service on a team was somewhat burdensome and that a second team should be formed to serve through the second semester. Thus, two teams were operational during the school year.

At the final teachers' meeting of the school year, a survey of teachers' perceptions of the team's effectiveness was taken (Table). The teachers rated the degree of improvement according to a 5-point scale. The rated were: 1) amount of required paperwork; 2) access to program

resources; 3) student involvement; 4) parent involvement; 5) knowledge of Special Education eligibility requirements; 6) availability of alternatives; 7) communication.

Baseline Observations

The following are representative excerpts from participant-observation of untrained Teams I and II during the baseline period of 7 months.

Team I - Meeting 1. The first item of discussion was meeting schedules. The Teachers emphatically expressed concerns about the length of time scheduled for the meetings. Two of the teachers participated in car pools and were therefore obligated to leave on time. Finally, there was agreement to hold meetings on Wednesdays from 2:50 p.m. to 3:20 p.m.

Three students were brought to the attention of the team, two of which were referred by the same teacher. Her primary concern was that these students were not working at grade level. The team questioned the referring teacher about the students' progress as well as previous interventions. Questions were addressed to the director of special education regarding eligibility requirements relative to the characteristics of the students under discussion. In both cases, achievement scores were not low enough to qualify for special education placement.

The third student had a history of physical and academic problems. He had attended Kindergarten within the district but was withdrawn before service could be provided. The enrollment form indicated that he had attended a private school. However, the private school had no record of his attendance. The team concluded that this student was possibly not attending any school for the past one and a half years. It was the team consensus that contact be made with the parent and the principal was designated as the person to make such contact. If this attempt was unsuccessful, the school nurse was directed to make a home visit.

The recommendation for all three of these students was for referral to special education for psychological testing.

Impressions: Team behavior indicated that the members were generally aware of their responsibilities. Questions and remarks were pertinent and an attempt was made to gain a fuller understanding of the problems. On the other hand, the recommendations were inappropriate in two of the three cases. Test scores and teacher's report did not necessarily indicate a handicapping condition, yet special education referral was recommended. The team appeared to naturally adopt a diagnostic mode of operation.

Team II - Meeting 1. (At the end of the semester, teachers decided to compose a second team to spread the burden of participation among more faculty members.)

Case 1

Student is bilingual and has a history of hearing problems. The classroom teacher referred this Kindergarten student because of increased concern over inadequate language development.

The team recommended that the bilingual coordinator assess the student with the SOMPA.

Case 2

Classroom teacher reported that this bilingual Kindergarten student has been exhibiting articulation and language disorders. The team's response was to recommend testing and indicted that the SOMPA be administered.

Case 3

The student, a bilingual Kindergartener, was referred by the classroom teacher. Attentional problems were given as the reason for referral. The student is "spaced out" most of the time.

The team recommended that the bilingual coordinator administer the

SOMPA.

Case 4

The classroom teacher reported that this third grade bilingual student recently transferred from Spanish to English instruction. Problems in math were given as the primary area of concern. The student seems unable to understand math concepts. In addition, she consistently reverses numbers.

The team recommended an assessment of visual and perceptual problems by the speech and language specialist.

Case 5

Student was referred for consultation by the classroom teacher. He was a 5th grade studeant who had been retained. Achievement was geneally at the 3rd grade level.

The team recommended that the student be referred to special education for assessment.

Case 6

The classroom teacher reported that the referred student reads approximately one year below grade level.

The team recommended a speech and language assessment.

Impressions

The results of this meeting, which was the first for Team II, indicates a need for training regarding team responsibilities and operation. The recommendations were inappropriate in five of the six cases under review. The SOMPA was indiscriminately recommended to assess any bilingual student, regardless of the presenting problem.

Team II - Meeting 3

Case 1

Assistance was requested for a 1st grade student who was exhibiting reading problems. The student had been enrolled in the Miller-Unruh reading

program since the beginning of the school year and still was unable to identify all of the letters. Performance in all other areas was reported by the teacher to be adequate.

The team recommended assessment of visual memory and a review of progress during the following fall.

Case 2

This first grade student's classroom reading achievement was below the pre-primer level, despite the fact that he scored at the 72%ile on a state standardized test. In addition, the teacher reported that the student could not follow directions, has poor writing skills, and seems immature in oral language development.

The team recommended assessment of auditory memory and a review in one year.

Impressions

The typical mode of responding to teachers' problems continued to be assessment and diagnosis oriented. While review was stipulated in recommendations, no provision was made to tie outcome assessment to any particular intervention plans or a more formative monitoring process.

Team II- Meeting 4

Case 1

The student's mother requested this meeting. She expressed concern because of the lack of coordination between the various components of her son's program. A difference of opinion evidently has contributed to some of the child's writing confusions and his reluctance to attend school. When in the Learning Center, he is directed to write one way, but in the classroom a different approach is encouraged.

The student also has a unilateral hearing problem. Thus, he has been enrolled in the special education speech program.

The team recommended that the Learning Center be discontinued.

Impressions

This teams decision-making seems quite arbitrary, not data-based. No attempt is usually made to evaluate the efficacy of a particular recommendation or intervention strategy.

Team II - Meeting 5

Case 1

The CTBS scores for this 2nd grade student were within expected limits, but the teacher reported unsatisfactory classroom functioning, particular with respect to memory and fine motor skills. The student was receiving services from the Miller-Unruh reading program.

Following the teacher's opinion, the team recommended informal assessment of perceptual-motor coordination and memory.

Impressions

Again, the team has applied questionable and vague diagnostic reasoning to problems related to classroom functioning. The recommendation offered was a token response to the teacher.

Team II- Meeting 7

Case 1

This first grade student scored at the 74%ile in reading and the 43%ile in math on the CTBS. Within the classroom, his teacher reported that he was in the lowest skilled reading group, his spelling performance was inconsistent, and his math was below average. She also said that his attention span was short, that he confused vowel sounds, reversed numbers, and had difficulty finishing tasks.

His parents had arranged for their son to repeat pre-school. Thus, he was 6-3 when he entered Kindergarten. He has received assistance through Miller-Unruh since the beginning of the year.

The team recommended referral to special education.

Case 2

The CTBS scores indictated that the achievement of this fourth grade student was at grade level, but classroom performance was described the teacher as below expectations. An assessment from the student's former private school concluded that this student was dyslexic and recommended special class placement. The past records also noted destructive behavior. However, the present teacher's concern was with withdrawal behavior. The teacher described the student as daydreaming, avoiding contact with peers, and lacking self confidence.

The team referred the student to Special Education for an assessment. In this case, as in others in which records indicated probability that students would be eligible for special education, no attempt was made to assist teachers with classsroom instruction or management problems.

Impressions

Throughout its operation, Team II has been consistent in its application of diagnostic remedies. Since plans for feedback and review were rarely included in the recommendations, the data collected through the assessments was not systematically utilized in the planning of programs of intervention. In essence, the "means" have become the "ends." Assessment was employed as a solution rather than a preliminary step to data based decisions.

Summary of Baseline Period

The Student Study Team affected the students and teachers in three of the four ways expected. Data supporting this conclusion are summarized in the following paragraphs.

Expectation 1. An increase in the number of requests for student consultation was expected. The number of formal requests for assistance

increased from a total of three during the 1981-82 school year to a total of twenty-eight during the 1982-83 school year.

Expectation 2. An increase in the number of students found to be eligible for Special Education Resource Specialist service was expected. Four students were identified and placed in the RS program during the period. The previous year, no students were identified or placed.

Expectation 3. An increase in auxiliary program solutions was expected. The expected increase in the total number of auxiliary service solutions was not realized. Behavior problems ranked second as a reason for requesting assistance. Twelve of the fourteen students exhibiting problems in academic achievement were referred to Special Education.

The findings suggest that without training SST team operations followed a narrow decision rule. Most students in need of academic assistance were referred to Special Educaiton. Only those who were obviously not eligible for Special Education were actively addressed by the team.

Expectation 4. Improved teacher perceptions of and satisfaction with remedial services was expected. Thirteen of the fifteen teachers responded to the survey. These were separated into two groups: participants (teachers who had requested assistance from the SST) and non-participants (teachers who had no contact with the SST).

Comments recorded on the participants' surveys were as follows:

1) "I felt too many hours were taken from planning time. I felt things moved faster because of the team."

2) "More follow-up on alternative methods of remediation is needed when a child is not placed in a Special Education program."

Comments recorded on non-participants' surveys were:

1) "I would like to know more before attending a study team session. I had no children to refer yet I still need more information."

2) "I still feel strongly that something should be done at "K" level and in Spanish!!"

3) "It's necessary to discuss students before meeting at IEP."

Further comments were also solicited at the final teachers' meeting of the school year and recorded in the minutes. These generally confirmed the survey results. Although teachers perceived advantages of the SST system, even without training, over the formal referral procedures, they indicated a need for improvement in the following areas:

1) Alternatives for non-handicapped students.

2) Resources for Spanish speaking students.

3) Communication between teachers, SST and parents.

In the fall of 1983, videotapes of the school's two teams were shown to independent raters who were unaware that the tapes represented a baseline stage of an experiment. Four meetings, two for each team, were rated on 9-point scale (i.e., very poor to very good) in response to questions based on observed characteristics of "successful" teams.

1. Did the team identify the problem?

2. Did the team develop measurable objectives and establish criteria for success?

3. Did the team develop an implementation plan?

4. Did the plan provide for feedback and review?

5. Did the team accept shared responsibility for the teacher's problem?

The mean ratings for each team were as follows:

Questions	Means
1. Problem Identification	5.88
2. Measurable Objectives	2.00
3. Implementation Plan	2.38
4. Feedback and Review	1.38

5. Shared Responsiblity 3.50

Raters agreed that teams displayed moderate ability in identifying problems. Characteristics described by the other four questions were only poorly exhibited by both teams. Teams appeared to be particularly poor at planning a means for obtaining feedback and reviewing intervention recommendations. Raters' subjective impressions were also recorded and revealed that (a) meetings tended to be dominated by 2 or 3 members, (b) teams were not consistently able to influence teacher perspectives on problems, and (c) meetings generally lacked direction, coherence, and efficiency (i.e., members were often off-task).

Training

An inservice day for the site teams was organized by the district in November, 1983. Project staff held an orientation meeting with the principal, director of special education, and two SELPA program specialists who were to conduct the training. A videotape was shown to illustrate exemplary team processes and specific training components were discussed. A pilot version of the project's training guidelines was subsequently sent to trainers who were permitted to plan the particular format for the inservice. Inservice evaluations indicated uniformly high ratings (i.e., "above average" and "excellent") from the ten school staff members participating in the training. Some of the evaluation questions and their average ratings (1 to 5) were as follows:

Questions	Means
#9 Were materials provided of value in meeting objectives?	4.5
#14 Has this inservice increased your knowledge of the topic?	4.7
#15 Do you feel this knowledge will be useful?	4.7

#16 Do you feel capable of using this knowledge? 4.5

Teachers often commented that the inservice could be improved by providing "more time". They also suggested "a later meeting" to follow-up and evaluate effects of training.

Results

Though sufficient time was not available following training to complete all planned data collection, sufficient information was available by the project's completion date to conclude that training of Site 2's team had resulted in desirable changes in both the content and conduct of meetings. Furthermore, observation of meetings and reports from both the principal and director of special education have indicated that team decisions and recommendations have also improved accordingly.

For example, while teams were impatient with the time commitment that team participation required during baseline, members expressed almost unanimous enthusiasm for the process following training. They felt that the focus and intent of meetings had been made clear, that they had been trained in procedures and techniques which made conduct of meetings more efficient, and that they were better able to respond to teachers. Moreover, teams during baseline observations were often overly concerned with "diagnosis" of disabilities. Following training, which emphasized the intended "problem-solving" focus of meetings, team members appeared to naturally and spontaneously shift their approach away from a special education orientation.

Observers have reported more on-task and task maintenance behaviors during meetings, and, consequently, more rapid convergence of teachers' problems. Moreover, whereas previous meetings had been dominated by a few members, post-training meetings displayed more balanced participation. Both participant teachers and the principal, who serves on both teams, have reported that

meetings are more satisfying and productive. Initial impressions of the director of special education and principal are that teachers requesting assistance are more satisfied with the process also. Whereas previously, teams provided fewer relevant recommendations and concrete forms of assistance, both administrators now perceived that the quality of team assistance was observably better. Finally, areas of team functioning which were particularly poor during pretraining baseline--setting measurable objectives, developing implementation plans, and planning for review and evaluation--now were more evident and more evidently effective to local administrators.

While these reports are incomplete and somewhat impressionistic, all informants--teachers, team members, district administrators, and the principal--appear to agree that training has had a powerful, positive effect on team functioning. The characteristics associated with "successful" teams appear to have been duplicated at this site and are recognized by participants as both meaningful and likely to improve team effectiveness. Though more data, collected longitudinally, are required to determine conclusively that desirable long-term effects will result from training, the dramatic shift in team behavior and attitude, along with the clear support of district and site administration, seems to be sufficient to cautiously speculate about the likelihood of eventual "success".

Summary

Of particular interest in these validation studies was the fact that both sites not only felt that special education referrals were often inappropriate prior to implementing CSTs, but also that too few appropriate referrals were being generated by teachers. This situation may occur more commonly than policy-maker's believe. Schools which have reacted to excessive referrals by erecting procedural barriers without concomitant increase in availability of alternative forms of assistance may induce teachers to both misidentify students

as well as feel reluctant to refer any student. As a direct result of training, teams at both sites were able to both elicit more requests for assistance as well as more rational and systematic deliberation about which children should be considered for special education. The result appears to be both more "appropriate" referral, but also more teachers willing to reveal instructional and management problems for which they need assistance.

It seems important to mention that observed training effects resulted from training which was conducted by third parties, not project staff, individualized to suit each site's needs, and minimally burdensom in terms of either resources or time. This finding is most impressive when the lengthy baseline of Site 2 is examined. Despite a correct general orientation to team purposes and a prolonged period of time to "naturally" develop efficient strategies for team process, teams at Site 2 never resembled "successful" teams until training clarified for them a set of concepts and techniques with which to focus their effort. Thus, we conclude that though perhaps not sufficient for achieving "success", training is a necessary prerequisite for team implementation. Moreover, the training guidelines developed as a product of this project appear to produce desirable improvements in team efficacy at low cost to both sites and districts without unnecessarily restricting personalization or long-term development of the process at each particular site.

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PROBLEM SOLVING TEAMS
SCHOOL SITE STAFF SELF-TRAINING GUIDE

Developed by
the SPECIAL EDUCATION PROGRAM, UCSB
for SANTA BARBARA COUNTY SCHOOLS
and the CALIFORNIA DEPARTMENT OF EDUCATION

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NOTE TO TRAINERS:

This training guide presumes that all teams will continually evaluate their own progress from initial AWARENESS to SKILLED USE. To use this guide effectively, we suggest that you use the following general process and principles.

First, consider each of the following pages as a training "unit". The amount of time necessary to introduce, discuss, and practice with a unit concept will vary from team to team. How much inservice time will be required depends on resources and each team's facility in understanding and using each concept.

Second, introduce each concept (unit) and facilitate a discussion on how the concept can best be adapted to fit the needs of your team. Try to agree that all decisions about implementation are tentative, and that the team will monitor its own operation and effectiveness to determine if changes are indicated. THIS CONSENSUS AMONG TEAM MEMBERS TO COMMIT THEMSELVES TO BECOMING AN EFFECTIVE TEAM BY ONGOING SELF-EVALUATION IS THE SINGLE, MOST IMPORTANT ASPECT OF TRAINING!

Third, practice using the concept by following the suggestions on each explanatory sheet, or extend practice by creating simulations by drawing upon previous experience with a teacher/student problem.

Fourth, agree on how the team's developing skill and effectiveness will be monitored and evaluated. You may follow the recommended evaluation procedures, or create your own. HOWEVER, IT IS CRITICAL THAT SOME TYPE OF SELF-EVALUATION BE CONDUCTED AT LEAST INFORMALLY FOLLOWING EACH MEETING AS WELL AS PERIODICALLY THROUGH EACH SCHOOL YEAR.

Fifth, encourage the team to return to any or all of these concept units at any time during the life of the team to review, clarify, reinterpret, or elaborate important or difficult points.

Finally, this is a "live within your means" approach to staff development. That is, we expect that every team will be "personalized" by the character and resources of each staff. However, it is important that, while making a team "fit" your school site, you adhere conscientiously to the principles outlined in the following pages. Moreover, you should seek consultative assistance whenever the team agrees that it might be useful. The best sources of assistance are other school sites in your own district where teams are operating successfully. SERN center staff might also be able to provide information and services of use to your team.

This guide may seem sparse compared to many other "packaged" innovations. This is intentional. The secret to using it is to get teachers to see the relationship between (a) trying to solve the problem of getting such a team to work, and (b) trying to solve the problems presented by teachers with difficult-to-teach children. Learning how to solve both types of problems can not take place overnight or after a day of inservice activities. Rather, the format of this guide reflects our respect for and confidence in the collective intelligence, skills, and professionalism of school site staffs, and our belief that, given the opportunity, these staffs are generally motivated to behave in the best interest of children.

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TABLE OF CONTENTS

PROBLEM SOLVING TEAMS

SCHOOL SITE STAFF SELF-TRAINING GUIDE

		PAGE
CONCEPT 1: PROBLEM SOLVING	TASK 1: UNDERSTANDING PSTs	1
CONCEPT 2: SELF TRAINING	TASK 1: GETTING ORGANIZED	2
CONCEPT 3: ORGANIZATION	TASK 1: TEAM MEMBERSHIP	3
CONCEPT 3: ORGANIZATION	TASK 2: MEETING TIMES	4
CONCEPT 4: FORMAT	TASK 1: REQUESTING ASSISTANCE	5
CONCEPT 5: OPERATIONS	TASK 1: PRESENTING PROBLEMS	6
CONCEPT 5: OPERATIONS	TASK 2: GENERATING SOLUTIONS	7
CONCEPT 5: OPERATIONS	TASK 3: PLANNING INTERVENTIONS	8
CONCEPT 5: OPERATIONS	TASK 4: REFERRAL TO SPECIAL ED.	9
CONCEPT 6: EVALUATION	TASK 1: SELF-MONITORING	10
SUMMARY		11

APPENDIX:

A	Problem Solving Teams School Site Staff Training Guide	12
B	Request for Assistance (Sample)	13
C	Refining "Brainstorming" Problem Solving Technique	14
D	Evaluating Brainstorming Process	15
E	Identifying the Need for Additional Information Planning Sheet	16
F	Pupil Study Team (Sample Record Sheet)	19
G	Sample Intervention List	20
H	Sample Decision Tree	22
I	Evaluation Guidelines	23
J	Sample Evaluation Form (Short Form)	25
K	Sample Evaluation Form (Long Form A)	26
L	Sample Evaluation Form (Long Form B)	29

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PROBLEM SOLVING TEAMS

SCHOOL SITE STAFF SELF-TRAINING GUIDE

CONCEPT 1:PROBLEM SOLVING TASK 1: UNDERSTANDING PSTs

A Problem-Solving Team (PST) is a school-based problem-solving group whose purpose is to provide assistance to teachers in the areas of instruction and management in the classroom. The PST can provide support for immediate interventions by contributing both personnel and school resourses in response to the teachers who request assistance.

The PST also serves as a mechanism for conducting ongoing needs assessment for the school site, especially regarding long-term staff development needs.

The PST is not to be confused with an IEP planning team. The focus of the PST is on assistance to school staff members whereas an IEP team is a legally mandated group which focuses on special education eligibility and placement options. By providing problem-specific support and assistance the PST will assure that referrals to special education are appropriate.

A functioning PST does not "happen" automatically. It cannot be installed by a one-time staff inservice. School staff members need to commit themselves to a long-term process of development of a viable team and a set of operating procedures which best match specific school climate and character.

Practice Activity

Try this: Select about 4 or 5 colleagues to act as a PST. Have the trainer or someone else present them with a real instructional or management problem which they are now or have previously experienced. Ask the "team" to try to help this "teacher" in a short (about 5 minutes) meeting. Let everyone else observe what happens. What were the strengths and weaknesses of the "meeting" and the quality of "assistance" offered?

Discuss everyone's previous experiences with "teams", committees, or other group decision-making processes. Let each person comment before specific opinions are discussed. Answer these questions:

1. What things tend to reduce the effectiveness or efficiency of group decision making at our school site?

2. What advantages might there be to having a team of colleagues whose sole purpose was to facilitate ways by which members of the staff could help each other with students who are difficult to teach or manage?

3. What should be done to increase the chances that this sort of team will be effective?

Self-Monitoring

Check to see how similar or dissimilar are perceptions and opinions of team process. How much agreement is there about needs?

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PROBLEM SOLVING TEAMS

SCHOOL SITE STAFF SELF-TRAINING GUIDE

CONCEPT 2:SELF TRAINING TASK 1: GETTING ORGANIZED

Because establishing a PST is viewed as a development process, this training guide departs from traditional formats in three important ways.

First, it respects the intelligence, motivation, knowledge, and commitment of school site personnel. Thus this guide identifies critical concepts and goals, suggests initial approaches, but relies upon school site staff to explore and develop these components according to each school's unique composition and needs.

Second, it offers a method of self-training which minimizes costs and disruption associated with outside consultants. This method is founded on the assumption that, given methods for obtaining objective evaluations of PST progress, school site staff can identify strengths and weaknesses, and respond appropriately.

Self-training requires (1) a school site leader who will facilitate self-monitoring of progress, (2) documentation, regular formative evaluations, and data-based decision-making, and (3) williness to persist in trying to resolve problems emerging from team organization and functioning.

Third, training is anchored to explicit concern for child effects. That is, although teacher satisfaction with the PST is desirable, the most critical indicator of success will always be improvements in child achievement and/or behavior which promotes achievement.

Practice Activity

Discuss the idea and methods of self-training described above with your faculty, especially the notions of documentation, formative evaluation, and data-based decision making. These concepts usually get translated by teachers to mean "more paperwork".

The issue boils down to answering these questions. Try.

1. What kind of evidence will satisfy each of us that this team is being effective in assisting teachers solve problems?

2. What kind of evidence will satisfy each of us that particular interventions with difficult students have been successful?

3. What kind of evidence will we require to be satisfied that operating this team is worth the time and effort?

Write down all perspectives and opinions before further discussion.

Self-monitoring

Check the level of everyone's understanding about self-training. How much agreement is there about the need for measuring progress in some way?

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PROBLEM SOLVING TEAMS

SCHOOL SITE STAFF SELF-TRAINING GUIDE

CONCEPT 3:ORGANIZATION TASK 1: TEAM MEMBERSHIP

The membership of the PST will vary for different schools. Team membership may be drawn from regular education, special education, parents, administration, or instructional support services. There is no ideal team membership. Team members should be motivated and able to provide assistance to their colleagues experiencing difficulty instructing or managing particular students. Team membership should fit the needs of the school site. Number is not particularly important; 5-6 is typical.

Training Considerations

(1) Select members to serve on the PST who are respected by the school site staff. Members should be chosen on the basis of personal characteristics which are compatible with working in a problem-solving team, rather than their job titles. A TEACHER WHO REQUESTS ASSISTANCE SHOULD ALWAYS BECOME AN AD HOC MEMBER OF THE TEAM.

(2) The support of the school prinicipal, as well as administrative support from the superintendent of schools is of primary importance for sucess of the PST.

(3) Representation of regular educators increases classroom teacher identification with team functioning, and helps to decrease hesitancy to request service from a team who includes only individuals from the support services. The regular education member(s) may also offer a perspective on the feasibility of implementing an intervention in the classroom.

(4) Support services do not have to be represented on the team but may be used on a consulting basis, as needed.

(5) Team members should want to be on the PST. Sufficient time should be provided to permit classroom teachers to fully participate in meetings and plans for assistance.

(6) Teams can be either selected or elected, at the principal's discretion, as long as guidelines 1-5 above are followed.

(7) If teams are willing to make the effort to involve parents, there is evidence to show that, parents of students identified by requesting teachers can make major contribution to problem solving.

Practice Activity

Try this: Ask the principal to poll the staff (anonymously) to find out which persons on the staff enjoy the most confidence in situations involving instructional leadership or expertise. Ask teachers to identify individuals with whom they usually consult, either formally or informally, when they face a very difficult-to-teach student.

Self-Monitoring

(1) How much agreement is there about why specific individuals should be on the team? about the team's size?

(2) If membership has been restricted, examine reasons.

(3) Examine arguments for and against peer selection.

(4) How long should members serve? for what reasons?

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PROBLEM SOLVING TEAMS

SCHOOL SITE STAFF SELF-TRAINING GUIDE

CONCEPT 3:ORGANIZATION TASK 2: MEETING TIMES

The PST should meet on a regular basis at a time that will accomodate both PST members and the majority of the faculty. Regularly scheduled meetings prevent many problems and helps to maintain team "visibility". If new requests are not pending, teams should meet to review progress of past requests or conduct other training or self-evaluation activities.

It is important that the school administration assures that participation does not become an unreasonable burden. It may be necessary in certain situations to relieve members from certain other responsibilities so as to free their time for PST participation.

Training Considerations

(1) In the absence of paid release time, PSTs usually meet before school, during the lunchtime, or after school.

(2) With practice, meetings should never last longer than 15 minutes per teacher request, though at the outset meetings will take as much as an hour per request.

Practice Activity

Try this: Videotape and time a practice meeting -- one in which the problems are real, as is the teacher's request for assistance. Have everyone, including the requesting teacher, observe the tape to discuss how the meeting could have saved time without loss of quality or responsiveness to teacher concerns.

Self-Monitoring

(1) Check to make sure that meeting times accommodate the majority of the staff.

(2) Videotape, time, or keep other records on meetings which indicate how much time is spent responding to teacher requests and how efficiently that time has been used.

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PROBLEM SOLVING TEAMS

SCHOOL SITE STAFF SELF-TRAINING GUIDE

CONCEPT 4:FORMAT TASK 1: REQUESTING ASSISTANCE

Teachers "request assistance", rather than refer a student to the PST. Requesting assistance needs to be an easy process, e.g., signing an agenda sheet posted in some convenient place in the school. By signing the agenda sheet, teachers indicate that: (a) they have a pupil problem for which they need assistance, (b) they require some time on the agenda during the next regularly schedules PST meeting, and (c) they will need release time for the period of presentation if the meeting is scheduled during classroom hours. In order to combat the feelings of incompetence certain difficult to teach or difficult to manage children are likely to elicit from teachers, conscious effort by all team members should be made to minimize feelings of blame or failure associated with requesting assistance for a problem one cannot solve on one's own.

Training Considerations

(1) Permit teachers to gain assistance as easily as possible. A simple sign-up sheet is sufficient. Don't use lengthy "request" or "referral" forms unless there is complete agreement that the information provided is esssential and will actually be used to formulate interventions.

(2) Have a designated person meet with teacher in advance, if possible, to clarify problem and organize information which might be useful for team to examine.

(3) Prioritize problems which teacher would like to discuss with teacher so meeting time can be efficiently used.

(4) Contact the team at least a day in advance to be sure that everyone is ready and knows what they need to know, especially for meetings during which previous interventions will be evaluated or discussed.

Practice Activity

Try this: Discuss what previous information, if any, the team members would likely need before a meeting. Conduct a mock meeting (with a real problem, though) and have team or staff list the different categories of information mentioned in one column and how useful this information was for formulating a plan for intervention in a second column.

Develop a short, appropriate form, if necessary, but observe two cautions: (1) Only collect information that is clearly pertinent for solving problems in classrooms — standardized test scores are rarely useful for this purpose; and (2) Try to have someone other than the requesting teacher collect and distribute this information — try not to erect <u>any</u> potential barriers which might inhibit teachers from seeking assistance.

Self-Monitoring

Check, now and periodically, to see that there is consensus about what types of information will be required before a meeting. Rate the relative usefulness of the kinds of information which have been noted.

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PROBLEM SOLVING TEAMS

SCHOOL SITE STAFF SELF-TRAINING GUIDE

CONCEPT 5:OPERATIONS TASK 1: PRESENTING PROBLEMS

All successful teams follow the same basic agenda: Present Problem, Generate Solutions, Plan and Schedule.

Present Problem

At the first PST meeting, the teacher briefly describes the problems he or she is having with the student. **ALWAYS BEGIN BY ASKING THE TEACHER "HOW CAN WE HELP YOU".** Respond to teachers' definition of problem; ask clarifying questions. Often teachers will have multiple concerns. As teachers become more familiar with the process, they will be able to state their problem in more concrete, quantifiable terms at the start of the meeting. For this reason, acquainting as many teachers as possible with the PST process will be beneficial and ultimately cost efficient.

One member of the team should write problems on chalkboard or large chart paper. Ask teacher to identify a PRIORITY problem if there are many. The team should then discuss whether or not there is sufficient information to plan an intervention. Often, to obtain greater clarity, some type of systematic, direct observation of the child in a situation determined by the teacher is desirable. If such observation seems unnecessary -- everyone is agreed -- then begin to generate ideas for intervention strategies.

Practice Activity

Try this: Conduct two, short (5 minutes), simulated meetings with actual problems suggested by teachers. In the first, permit a "free-form" discussion. That is, allow natural "leaders" to emerge, don't control who talks, to whom, and about what. Don't give any instructions other than that the team should assist the teacher in solving the problem.

In Meeting 2, have someone say, "How can we help you?" Direct team to:

(1) make comments and ask questions only if they help to clarify teachers' stated concerns, especially to help the group define these concerns in a manner which will permit observers to count, tally, or score student behavior in some objective way.

(2) ask for summaries frequently to check if there is mutual understanding and consensus; move towards a conclusion -- even if only an interim course of action which might be taken.

(3) record on chalkboard all concerns mentioned at any time by the teacher, checking with the teacher frequently to make sure that these "group notes" truly reflect stated concerns

Self-Monitoring

Check with team after each meeting. Was it satisfactory? Was there agreement about what problems were important to teachers? Discuss what might be done to assure more satisfactory presentation of problems.

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PROBLEM SOLVING TEAMS

SCHOOL SITE STAFF SELF-TRAINING GUIDE

CONCEPT 5:OPERATIONS TASK 2: GENERATING SOLUTIONS

Generate Solutions

The staff will generate alternative strategies with the classroom teacher. The secret is: Generate first, discuss and give opinions later. At the end of this process, alternatives will be evaluated with a focus on the predicted effectiveness, ease of implementation, and the manner in which measurements can be taken. The teacher will be asked to select the final intervention.

The PST will "brainstorm" possible solutions to the problem. These solutions can involve both short and long term interventions. The solutions will be refined, prioritize, and selected based on available resources. The teacher requesting assistance will choose the intervention to be used.

Training Considerations

(1) Practice generating a variety of intervention approaches.
(2) Practice evaluating recommendations for intervention.
(3) Practice evaluating the brainstorming process.
(4) Review the handout on "Brainstorming" (see Appendices).
(5) Review the handout on communication and decision-making.
(6) Review the handout on sample interventions.

Practice Activity

Try this: Suggest interventions for which team members, in person, would be able to assist. Discuss what limitations this implies. Also discuss methods which require both teacher and team cooperation and effort.

Self-Monitoring and Additonal Training Considerations

The major responsibility of the PST is to respond to the teacher's request for assistance. The mode of their response can vary, but it should always be immediate, direct, and pertinent. It might include the following options: (a) suggestions for alternative behavior management or instructional procedures, (b) assistance in monitoring and assessing the outcomes of teachers' attempts to implement any suggestions, (c) provision of information, material, or personnel necessary and available to carry out PST suggestions, (d) arrangement for technical assistance or inservice support from off-site personnel. Periodically, poll teachers to gauge their satisfaction.

WARNING: Most teams fail because they fail to provide concrete forms of assistance. Making suggestions will often not be appropriate or sufficient. For difficult problems, especially, team members must be prepared to work in the classroom with the teacher for short periods of time. In any case, responses must be immediate, individualized, and relevant. Don't tell teachers to "try behavior modification", unless you intend to personally assist.

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PROBLEM SOLVING TEAMS

SCHOOL SITE STAFF SELF-TRAINING GUIDE

CONCEPT 5:OPERATIONS TASK 3: PLANNING INTERVENTIONS

Plan and Schedule

Before leaving the meeting, additional resources, e.g., people needed to get baseline data and subsequent behavioral or academic measurements, will be delineated. AT THE END OF A MEETING, SAY TO THE TEACHER, "HAVE WE HELPED YOU?" Schedule a second meeting to evaluate the intervention and plan further interventions within two weeks.

When a teacher returns to the PST after a planning meeting, the Team and the teacher need to evaluate and consider several factors:

(1) Teacher perception of child change.
(2) The extent to which the original plan was implemented.
(3) Concrete, measurable indictors of student change.

Training Consideration

Review the handout of the sample Decision Tree. Note instances in which teacher perception of student change and measurable student change differ. Discuss possible reasons for:

(1) Teacher report of positive change, data report of no change.
(2) Teacher report of no change, data report of positive change.

Practice Activity

Try this: Discuss simple, inexpensive, and valid types of measurement which yield believable evidence of change for problems like: loud talking, not finishing work on time, not paying attention, not completing assignments, aggressive behavior. Try brainstorming ways in which these problems could be counted, timed, graphed, or rated in some meaningful, but not time consuming way.

Self-Monitoring and Additional Training Considerations

Teachers perceptions of the effectiveness of interventions can be influenced by many factors: fatigue, anxiety, lack of motivation, shear "busy-ness" with other students. A second responsibility of the PST is to document attempts to use site resources to help the teacher who has expressed concerns about a student. This documentation includes the successful or unsuccessful responses of the student to teaching, curricular, or classroom modification. It is important for two reasons. First, such documentation becomes part of the school site toolkit for future, similar problems. Second, it is thoroughly honest method for monitoring team effectiveness in a way that shows members what level of improvement was obtained with what investment of effort. USING OBJECTIVE DATA, SUCH AS OBSERVATIONS OR WORK SAMPLES TO GAUGE EFFECTIVENESS OF INTERVENTIONS IS THE MOST IMPORTANT SKILL THAT TEAMS CAN DEVELOP.

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PROBLEM SOLVING TEAMS

SCHOOL SITE STAFF SELF-TRAINING GUIDE

CONCEPT 5:OPERATIONS TASK 4: REFERRAL TO SPECIAL ED.

The team has three general options:

(1) if teachers continue to have problems, strategies can be refined, or new target behaviors identified

(2) if teachers are satisfied, the PST can prepare and distribute a written report on the intervention utilized by the teacher; this would serve to reinforce the teacher, to share the benefits of the strategy with other teachers who may have similar problems, and to encourage the use of the PST by reticent teachers

(3) if continued interventions, properly implemented, fail to bring the student to desired levels of functioning, referral for possible placement in special education can be discussed.

Training Considerations: Referral to Special Education

PSTs are not in business to screen or assess children thought to be handicapped. They are in business to help solve teaching problems -- which may, in the final analysis be related to a child being handicapped. However, the first concern is to try and solve problems without any prior convictions that a child is "handicapped".

Nevertheless, the PST is also ideally situated for making a referral for formal assessment and consideration for special education services. This occurs when the PST and the teacher feel that significant efforts have not led to successful classroom performance. It is important that the team present teachers with a clear, but flexible, set of guidelines for referral to insure that those students who are in need of special service receive it.

How to decide when the child requires special education services is a critical issue. There are two major factors to be considered:

(1) Has the team made sufficient efforts to help the child in his/her regular setting?, and
(2) Has the child made sufficient progress to warrant maintenance in their current environment?

Practice Activity

* Discuss alternative methods for evaluating the factors listed above. List the following two statements on the board:

(1) Should the PST require a certain number of intervention attempts or a certain amount of time? or,
(2) Should time and effort depend upon individual circumstances?

Self-Monitoring

Develop a policy statement for special education referrals. Keep and review careful records of the characteristics of students who are ultimately referred.

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PROBLEM SOLVING TEAMS

SCHOOL SITE STAFF SELF-TRAINING GUIDE

CONCEPT 6:EVALUATION TASK 1: SELF-MONITORING

Evaluation should be an integral part of the team's procedures. The best basis for an evaluation process should be agreed upon, attainable goals.

The various Self-Monitoring suggestions made throughout this guide should be used as part of an ongoing, formative assessment of PST quality, effectiveness, and progress.

Training Considerations

The sample forms at the end of this guide may be used, or different ones developed to meet the needs of the PST at each school site.

Practice Activity

Design a team "newsletter" which will be circulated, say monthly, to descibe the types of problems for which the team had attempted to give assistance (requesting teachers are anonymous, of course), methods chosen, and what happened. Discuss and plan for ways in which team activities can be part of ongoing needs assessment and staff development at the school site. Imagine, for example, that the team worked on 7 problems which all involved "paying attention"; how might this become the basis for staff development or other school wide activities?

Self-Monitoring

The PST needs to maintain written records of its activities and decisions to allow for:

(1) a periodic review,

(2) assessment of process, and

(3) keeping the staff informed of its activities.

These records definitely should include some form of:

1. assessment of teacher satisfaction

2. measurement or evidence of child gains

3. record of the amount of time and resources expended to operate the team.

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Summary

I. Organization

A. Choose persons to serve on the PST who enjoy the respect of their colleagues

B. Organize meeting times to accomodate PST members and the majority of the faculty

II. Format

A. Choose someone to "facilitate" meetings

B. Invite teachers to participate when they request assistance

C. While keeping each meeting informal and comfortable, maintain a certain "formal," though perhaps unspoken agenda:

1. Ask teacher to identify problem in terms of instruction and/or behavior management

*Begin by saying "How can we help you?"

2. "Brainstorm" possible solutions to problem; solutions can involve both short and long term interventions

*Leader should facilitate each members' participation (don't forget the teacher)

3. Refine and discuss brainstormed ideas; prioritize; choose practical intervention ideas <u>for which resources are available</u>

*Some interventions are quite difficult and often do not lead to immediate improvements in the classroom situation

4. <u>Constantly</u> seek clarification of problem

*Say "What is the problem?" when you think the team is speaking at cross-purposes

5. <u>Constantly</u> seek consensus of all members (including the teacher.

*Say "Do we all agree that -----?"

6. <u>Constantly</u> seek to specify a plan of action, including clear, unequivocal statements about <u>who</u> will do <u>what</u> by <u>when</u>

7. Include in every plan the most direct and objective means you can devise to measure improvement if it should occur

8. Work fast, stay on task

9. Evaluate <u>every</u> session and <u>every</u> intervention
*Say to the teacher "Have we helped you?"

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APPENDIX A

PROBLEM SOLVING TEAMS

SCHOOL SITE STAFF SELF-TRAINING GUIDE

Some future ideas for School Site Problem Solving Teams:

1. Integration with School Improvement Plans, and other school effectiveness innovations

2. Use of microcomputer technology to maintain records and files, to simulate interventions, and to serve as a data-base "toolkit" both for addressing future problems and for fostering individualized professional development activities for teachers.

3. For training and certifying "master" or "mentor" teachers

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APPENDIX B

Request for Assistance (Sample)

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New Student's Name: _____

Age: _____

Grade: _____

Referring Teacher: _____

Major Reason for Referral: _____

_____

_____

_____

Secondary Problem: _____

_____

_____

Attempts to Remediate: _____

_____

_____

Other Pertinent Information: _____

_____

_____

_____

_____

_____

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APPENDIX C

Refining "Brainstorming" Problem Solving Technique; Practice Generating Intervention Alternatives

Definition: A technique of cooperative group thinking used to stimulate the production of ideas and facilitate their expression. It involves a 'free-wheeling' contribution of new ideas (or combinations and improvements on previously stated ideas) with no evaluation permitted.

Guidelines for "good" brainstorming

- Be spontaneous, creative and brief
- Remember what the problem is
- Forget, for the moment, about past solutions to similar problems
- Forget, for the moment, about logistical and financial constraints
- Try to think of every possible resource available
  within the classroom
  within the school
  within the community
- Build on each person's ideas without stopping to evaluate them; encourage each other
- Record each idea briefly on chalkboard or poster
- Generate ideas quickly as if a clock were ticking
- Picture the student discussed as you brainstorm
- Picture the classroom in which the student operates
- Try to become the student for a moment; alternate, become the referring teacher
- Concentrate on getting as many ideas as possible as quickly as possible
- Stop brainstorming when no one has more to contribute

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APPENDIX D

Evaluating Brainstorming Process

Communication and Decision Making

Do's	Don'ts
Be objective and descriptive e.g., John gets out of his seat at least 6 times every lesson to sharpen his pencil	Don't be diagnostic and interpreti e.g., John is a typical case of hyperactivity
Be non-judgemental e.g., He may have had problems in his early childhood, but with proper instruction I am sure his performance can improve	Don't make blaming or moral statem e.g., His parents don't pay any attention to him and don't make an effort to discipline him. They bel in "free will"
Ask for information/give information e.g., I would like to see previous reports on John's behavior	Don't try to control or manipulate e.g., The school psychologist has spent 30 minutes decribing John's emotional problems
Restate the problem and make statements that lead to a plan e.g., John displays off-task behavior in several ways: getting out of his seat, doodling while class is working on worksheets, playing with rubberbands	Don't use "should" statements e.g., The teacher should be more aw of individual differences
Communicate interest in and respect for others opinions e.g., The school psychologist really summarized the problem well	Don't shut yourself off from other' opinions e.g., The psychologist never saw Jo in the classroom, how can he tell m what to do?
Communicate equality. Encourage everyone's participation. Attach little importance to differences in position, status or degree of personal involvement with specific case. e.g., I hardly know John, but from the short description his teacher just gave, I have a clear picture of the problem	Don't remain neutral and detached from the problem. e.g., I hardly know John. I'd hate to express my opinion.

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Do's	Don'ts
Consider all options e.g., Well, we decided that John does not need to be in a self-contained class, but there are several ways to get him remedial help: through the reading specialist, resource room, or maybe a tutor from the high-school will be sufficient?	Don't communicate superiority e.g., I have been a school counselor in this school for 10 year I know this kind of kid. We need on one month to solve his problem. Trust me!
Make statements that summarize e.g., In summary, John's problem is not behavioral, but is mainly academic. It manifests itself in the following areas:...	Don't communicate you have the "the solution". e.g., I taught a child with those same problems. A peer tutor is the ideal solution.
Ask clarifying questions e.g., What kind of evidence do you have that John has a problem with math concepts?	Don't lose sight of the whole problem by dwelling on specifics. e.g., John's reading problem stems from a problem in auditory discrimination.
Ask teacher to express expectations and preferences. e.g., What can we do for you? Would you like us to come and observe John?	Don't let the problem drift. e.g., Sam cannot place numbers beneath each other. I bet he has a perceptual problem.
Specify immediate plans and courses of action. e.g., O.K. We need some more information on John's math difficulties. Let's observe him in Math class, check his homework and tests from the last few months, and take it from there.	Don't lecture or interrogate the teacher. e.g., It seems that the social problems that John is experiencing could have easily been resolved if the teacher understood principles of behavior management.
State and assign responsibilities, expectations and deadlines. e.g., Mr. Smith could you collect the information about John's Math performance. When do you think you can get it done?	Don't leave issues, questions, proble "hanging". e.g., Someone should collect data on John's academic performance.
	Don't leave colleagues unclear about their roles. e.g., The teacher and school psychologist could decide between them if the problem is really academi

APPENDIX E

Identifying the Need for Additional Information

Planning Sheet

Name:_____ Date:_____

Birthdate:_____ Grade:_____

Referring teacher:_____

Use the parantheses on the left to mark areas in which you would like to get more information

1. Student Social Behavior

( ) Does child have anti-social behaviors?
( ) When is the behavior most likely to occur?
( ) When is the child least likely to act this way?
( ) What pre-social behaviors does child have?
( ) When are they most likely to occur?
( ) How often does it usually last?
( ) How does it affect classroom routines?

2. Interactions

Student-Peers

( ) Does student get involved in off-task behavior with peers?
( ) Does student seek/get help from peers?
( ) Does student have friends in class?
( ) Does student work cooperatively?
( ) Does student display aggressive behaviors toward peers?
( ) Does student tease or otherwise verbally abuse peers?

Student-Teacher

( ) Does student verbally (or physically) abuse teacher?
( ) How does teacher typically respond?
( ) How does teacher respond to student abusing other students?
( ) How does teacher typically respond to behavior that disrupts classroom routines?
( ) What kinds of behaviors are likely to get punished? (academic and/or social).
( ) What kinds of behaviors are likely to be ignored? (Academic and/or social).
( ) What kinds of behaviors are likely to be praised? (Academic and/or social).

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3. Student Academic Behavior

( ) Is student having problems in academic areas?

Subject Area	Example of Difficulty	Mode of Documentation	Adequacy of Documentation
Math	Adding 2 digits	Homework, Tests Papers	Excellent

( ) In what situations is the problem evident?
( ) In what academic areas does the student do well?
( ) Student's optimal and less than optimal conditions of learning?

Method of instruction:

Whole class
Small group work
Individualized
Independent (self-paced)

Lecture
Peer-teaching
Q & A

Classroom Setting Variables:

Seated near teacher
Seated near friend
Isolated from class
Free to move around
Restricted movement
Noise level:
  Of concern to teacher
  Closely monitored
  Affected by student

Curriculum Materials:

Workbooks
Textbooks
Other, non-text books
Dittos
Blackboard work
Multi-media materials
Manipulatives

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4. Intervention

( ) When did teacher first realize that there was a problem?
( ) What was the first thing she tried to remediate?
( ) How long was it tried?
( ) What happened?
( ) Why was it not successful?
( ) What was tried next?

Teacher Behavior

( ) Describe relevant instructional variables. e.g., does problem occur most frequently when teacher instructs the whole class? small groups? Using individualized instruction?

( ) Roughly, what percentage of total instruction time is spent on:

....direct teacher
....question and answer period
....quiet desk work
....small group interaction
....how often has parent been contacted during the last_____
....how useful has the contact been?

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APPENDIX F

PUPIL STUDY TEAM

STUDENT: _____ DATE _____

GRADE: _____

TEACHER: _____

INSTRUCTIONAL SETTING: _____

_____

TARGET BEHAVIOR: _____

_____

MEASURMENT TECHNIGUE: _____

_____

_____

INTERVENTION/PROCEDURES _____

_____

_____

_____

_____

_____

RESULTS _____

_____

_____

_____

_____

APPENDIX G

SAMPLE INTERVENTION LIST

Please check those activities you have used in attempting to help the student whose learning is not progressing as you expected.

Student's Name_____ Teacher_____

A. Classroom Intervention

_1. Direct observation of student performance
_2. Informal testing
_3. Small group instruction
_4. Review cum folder
_5. Parent conference (telephone, visit)
_6. Change student's work setting
_7. Individualized homework with parent
_8. Parent/Student/Teacher conference
_9. Teacher/Child conference
_10. Student contract
_11. Peer tutoring
_12. Behavior modification
_13. Volunteer parent tutoring
_14. Teacher aide
_15. Glasser circles/Magic Circle
_16. Individualized assignments
_17. Teacher tutoring (non-class time)
_18. Teacher research of specific student need (in-service, conference, readings, etc.)
_19. Determination of student's effective learning modality
_20. Social worker intervention in classroom
_21. Team teaching adjustment
_22. S.E.L.F. program (school counselor)
_23. Positive Reinforcement
_24. Modeling
_25. Benching - "Time Out"
_26. Detention
_27. Seat/Group Change
_28. Assertive Discipline Techniques
_29. Bilingual Aide
_30. Cross-Age Tutoring

B. Campus Intervention

_1. Conference with past teacher
_2. Grade level conference (e.g. change student's teacher-social grouping
_3. Principal/Teacher conference
_4. Conference with other school staff members
  _a) Psychologist
  _b) Social worker
  _c) Nurse
  _d) Resource Specialist
  _e) Speech Therapist
  _f) Librarian
  _g) Home Liaison
  _h) Migrant Ed. Aide
_5. Retention
_6. Reduced day
_7. Home teacher
_8. Circuit P.E.
_9. S.I.P. Aide
_10. C.A.P. Aide
_11. Children's Creative Project
_12. Intra-Dist. school transfer
_13. Acceleration
_14. Systematic suspension
_15. Principal/Student conference
_16. Bilingual program
_17. Learning lab
_18. Playground citation program
_19. "Yellow Line"
_20. Office time
_21. T.A.G. program
_22. After school sports
_23. Drill Team
_24. Family Learning Center/ PTA IDEA

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School_____ Grade_____

C. Community Intervention

_1. Social Advocates for Youth
_2. Y.M.C.A.
_3. Boys' Club
_4. Girls' Club
_5. Welfare assistance
_6. Catholic Social Services
_7. Franklin Center - Mental Health
_8. After school sports
_9. Private counseling
_10. Private tutoring
_11. Referral to Pediatrician
_12. Expanded experiences
_13. PTA assistance
_14. Community volunteers from:
  _a. R.S.V.P.
  _b. U.C.S.B.
  _c. Westmont College
_15. Casa de la Raza
_16. Community Mental Health
_17. U.C.S.B. Speech & Hearing Clinic
_18. C.A.L.M. Mediation
_19. Protective Services
_20. Tri-Counties Referral
_21. U.C.S.B. Reading Clinic
_22. School bell (clothing)
_23. YFL
_24. Cornelia Moore Dental Foundation
_25. Centro Familiar

By Aime Parenteau
DLS Counseling and Guidance-SH Programs,
Santa Barbara County Schools, 1982

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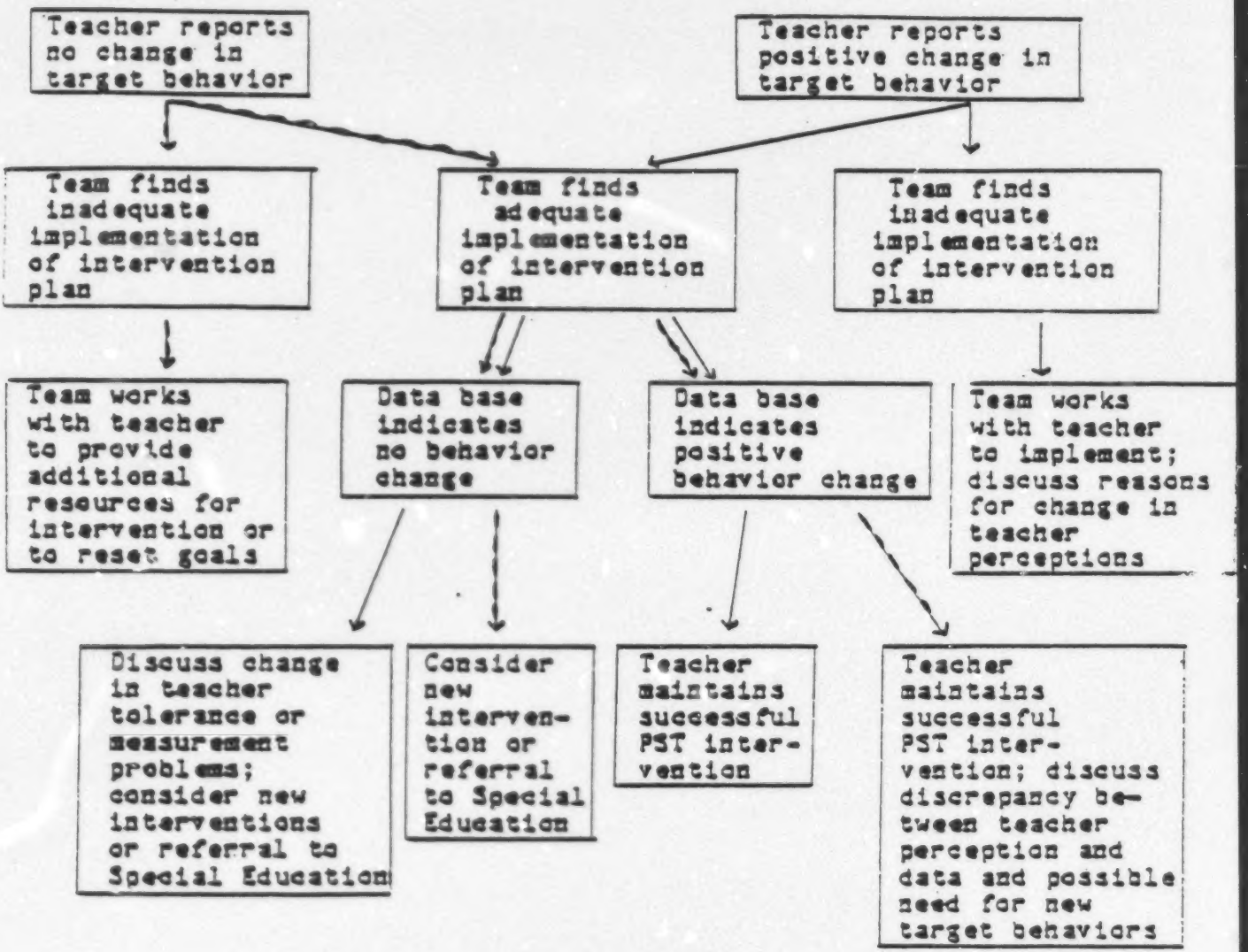
APPENDIX H

Determining PST Effectiveness and Need for Special Education from Outcome Data

Sample Decision Tree


Teacher reports no change in target behavior
Teacher reports positive change in target behavior
Team finds inadequate implementation of intervention plan
Team finds adequate implementation of intervention plan
Team finds inadequate implementation of intervention plan
Team works with teacher to provide additional resources for intervention or to reset goals
Data base indicates no behavior change
Data base indicates positive behavior change
Team works with teacher to implement; discuss reasons for change in teacher perceptions
Discuss change in teacher tolerance or measurement problems; consider new interventions or referral to Special Education
Consider new intervention or referral to Special Education
Teacher maintains successful PST intervention
Teacher maintains successful PST intervention; discuss discrepancy between teacher perception and data and possible need for new target behaviors

APPENDIX I

Evaluation Guidelines

Formative (ongoing)

Area	Method	Evaluator
Student academic or behavior change	Measurements collected on students by team & teacher before, after, and during interentions	Teacher or Team/member
Teacher satisfaction/ implementation of interventions	Teacher reports; use of Team ideas	Teacher or Team/member
Team satisfaction/problem solving skills	Self evaluation form (see samples); videotaped feedback	Team and Teacher

Summative

Area	Method	Evaluator
Number of children successfully mainstreamed in current settings	compile list of students from teacher feedback forms (see Section IV G of manual)	assigned by Team
Number of appropriate referrals to special education	Compile percentage of student's referred for formal assessment who were placed in special education, comparison of pre and post PST referrals	assigned by Team
Extent of Team utilization	Percentage of teachers on site who use the team; percentage of teachers who use the Team for more than one student	assigned by Team

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Area	Method	Evaluator
Team and teacher satisfaction	Evaluation questionnaires and discussion	Principal or designated staff

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APPENDIX J

Evaluating the PST

Sample Evaluation Form (short form)

Student _____ Date(s): _____

Referring Teacher: _____

PST SELF-EVALUATION

Questions	Postive ↔	+	Negative -
1. What is your overall rating of the meeting?			
2. Are you satisfied that a decision has been made?			
3. Are you satisfied that the group made realistic suggestions?			
4. Is the teacher satisfied with the outcome and will s/he implement the plan as proposed?			
5. What is your understanding of the major recommendations			
6. Was the problem well defined?			
7. Did the team brainstorm well? How many interventions ____?			
8. Did the teacher chose the intervention?			
9. Are the measurement techniques clear?			
10. Are responsibilities for implementation and evaluation well defined?			

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APPENDIX K

Evaluating the PST

Sample Evaluation Form (Long Form A)

Teacher: _____

Student: _____

Date: _____

Problem was clearly communicated by teacher

e.g., _____

_____

Problem became clearer with questioning

e.g., _____

_____

Questions and comments were not diagnostic, but led to problem solving

e.g., _____

_____

Group generally remained on task and did not go off on tangents

e.g., _____

_____

Members of the team did not come in with pre-conceived notions of the problem and were open-minded

e.g., _____

_____

PST members were not locked into their own training orientation and could see the various aspects of the problem

e.g., _____

_____

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Everyone had an equal opportunity to participate, and not one person dominated

e.g., _____

_____

The "Blaming Game" was avoided. i.e., members did not try to figure out who is responsible for the problem (e.g., broken family, dyslexic brother, etc.) but accepted the problem as it is and pursued solutions

e.g., _____

_____

Sweeping statements were not accepted a evidence, and precise information was elicited

e.g., _____

_____

Information requested was relevant

e.g., _____

_____

Teacher and members were listened to carefully and interpreted appropriatel

e.g., _____

_____

Careful consideration was given to all information before any kind of decision was made

e.g., _____

_____

The purpose and logistics of conducting classroom observation was made clea

e.g., _____

_____

The meeting achieved closure

e.g., _____

_____

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Arrangements were made for follow-up and/or evaluation of intervention outcomes

e.g., _____

_____

Additional Comments:

_____

_____

_____

_____

_____

_____

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APPENDIX L

Evaluating the PST

Sample Evaluation Form (Long Form B)

Referring Teacher:_____ Student:_____

Grade:_____ Date:_____

1. PROBLEM PRESENTATION

   a. Problem is clearly communicated (academic/behavior/other)_____

   _____

   b. Information provided is relevant to problem as described_____

   _____

   c. Specific examples are given_____

   _____

2. PROBLEM CLARIFICATION

   a. Questioning clarified the problem_____

   _____

   b. Questions and comments lead to problem-solving (not diagnosis)

   _____

   _____

   c. Members have no preconceived notions about nature of the problem or eligibility_____

   _____

   d. Precise information is elicited (no sweeping statements accepted)

   _____

   _____

3. GENERATING AND EVALUATING ALTERNATIVES

   a. Past efforts were made and examples given_____

   _____

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b. Option of solving the problem without special education placement raised

c. Specific suggestions are made regarding in-class changes

d. Solutions are brainstormed and various options considered (pre-assessment)

4. RESOLUTION

a. Meeting achieves closure

b. Arrangements are made for follow-up and/or evaluation of intervention outcomes

5. TEAM PROCESS

a. All participants have equal chance to speak (meeting not dominated by one)

b. Teacher and members are listened to carefully

c. Team stays on task (examples of off-task)

d. Final decision is reached by consensus

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e. "Leader" requests information or opinion from less vocal participa

Comments:

Participants: